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ABSTRACT

This document contains abstracts of 43 projects conducted through Carl D. Perkins Vocational Education Act sex equity set-aside grants administered by the Vocational Gender Equity Office, Virginia Department of Education. The projects described are grouped in the following categories: (1) centers to serve single parents and homemakers; (2) programs to serve teenage parents; (3) programs for women to explore nontraditional trade and industrial careers; (4) programs for women to explore high technology careers; (5) mini-grants to eliminate sex bias and to enhance sex equity for men and women; (6) a sex equity resource center; and (7) a statewide program to assist teachers and counselors in promoting vocational sex equity. Each two-page abstract provides information on project title, director, location, telephone number, time frame, funding level, objectives, procedures for implementation, and contributions to vocational education. (KC)

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VOCATIONAL

GENDER EQUITY PROJECT

ABSTRACTS

1988-89

Virginia Department of Education
P. O Box 6-Q
Richmond, Virginia 23216-2060

ACKNOWLEDGEMENTS

We appreciate the many hours of hard work contributed by Dr. Suzanne Helms in editing the abstracts and by Mrs. Linda Snead in typing the material contained in this publication. They pursued and completed this task conscientiously and diligently.

Brenda F. Cloyd, Supervisor
Vocational Gender Equity
January, 1989

FOREWORD

The Vocational Gender Equity Office, Virginia Department of Education, administers two set-a-sides available through the Carl D. Perkins Vocational Education Act of 1984 (Public Law 98-524). The act requires each state to expend 8.5% of the basic grant under Title II, Part A, to:

"1. provide, subsidize, reimburse or pay for vocational education and training activities, including basic literacy instruction and necessary educational materials that will furnish single parents and homemakers with marketable skills;

2. make grants to eligible recipients for expanding vocational education services when this expansion directly increases the eligible recipients' capacity for providing single parents and homemakers with marketable skills;

3. make grants to community-based organizations for the provision of vocational education services to single parents and homemakers, if the State determines that the community-based organization has demonstrated effectiveness in providing comparable or related services to single parents and homemakers, taking into account the demonstrated performance of such an organization in terms of cost, the quality of training and the characteristics of the participants.

4. make vocational education and training more accessible to single parents and homemakers by assisting them with child care or transportation services or by organizing and scheduling the programs so that such programs are more accessible; or

5. provide information to single parents and homemakers to inform them of vocational education programs and related support services."

The Act also requires each state to expend 3.5% of the basic grant under Title II, Part A, for:

"1. programs, services and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education;

2. vocational education programs, services and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families;

3. support services for individuals participating in vocational education programs, services and activities described in clauses (1) and (2) including dependent-care services and transportation."

In the current fiscal year (1988-89), Virginia is funding 43 projects with these two set-a-sides. Twenty-one of those projects — regional centers to provide vocational education for single parents, homemakers and displaced homemakers — are funded with the 8.5% set-a-side. Twenty-two projects are funded with the

3.5% set-a-side. The latter projects include seven programs serving young women who are teenage parents, three programs to provide nontraditional opportunities for women in trade and industrial programs, five programs to provide nontraditional opportunities for women in high technology field, five mini-grants, a project to provide a Sex Equity Resource Center and a statewide project to train teachers and counselors to work with others in promoting gender equity.

The grants were awarded through the competitive Request-for-Proposal (RFP) process. That process begins annually with an RFP announcement in early April and culminates with notification of grant awards in June and start-up July 1.

This publication contains abstracts for those 43 projects. The abstracts were submitted as a part of the project proposals and have been edited by the Vocational Gender Equity Office.

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CENTERS TO SERVE SINGLE PARENTS AND HOMEMAKERS

PROJECT: Single Heads-of-Household and Displaced Homemakers: Training and Placement Services

DIRECTOR: Ms. Suzanne Garrett

LOCATION: Career Development Consultants, Ltd.
245 Newman Avenue
Harrisonburg, VA 22801

TELEPHONE: 703/434-8579

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $74,985.00

OBJECTIVES:

(1) To establish and operate a local or regional center to serve a minimum of 90 single parents and homemakers, including displaced homemakers.

(2) To provide vocational education and training leading to marketable skills for all participants.

(3) To provide tutors for, or referral to, basic literacy instruction, where needed, for participants.

(4) To provide support services, including day care and transportation, where needed, for participants.

(5) To provide information and outreach to all single parents and homemakers in the designated community regarding vocational education programs and related support services.

(6) To provide personal and career counseling, training in life skills development and in pre-employment preparation for all participants.

(7) To provide a support group as well as a support network by publishing two newsletters for participants.

(8) To provide an opportunity for all participants to explore the concepts of sex-role stereotyping and its negative effects on both sexes and vocational gender equity for men and women.

(9) To provide job development/placement for participants who are not eligible for JTPA.

(10) To evaluate the project activities, document results and comply with the Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) A massive recruitment effort will be conducted, encouraging single heads-of-household and displaced homemakers to use the project services.

(2) Intake and assessment will be conducted to determine participant needs.

(3) Each participant will receive skills training, job seeking skills training and placement services.

(4) Assistance with child care and transportation will be available.

(5) CDC will be responsible for providing all participants with training that will enable them to earn above the minimum wage and will encourage participants to consider training in nontraditional areas.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This project is designed to assist single heads-of-household in their efforts to achieve job security for themselves and for their children when the children are living at home. Many women are approaching this endeavor with fear, insecurity and lack of knowledge. The services provided in this project offer women support, guidance and knowledge. By coming to CDC they will learn that they have many options available to them through the local industrial and training communities. By helping these women enroll in training programs in vocational centers, CDC is not only assisting the participant but also increasing the communities' awareness of the institutions and the programs they offer. And, CDC is providing the local community with skilled technicians.

It is hoped that the benefits of the project will be threefold: to the participant, to the business community and to the educational facilities. The contributions to vocational education can best be found in the contributions these skilled participants offer to their communities both as graduates of the training program and as productive members. In the event that a participant receives training in an nontraditional area, vocational education will further benefit from the message conveyed by the presence of that person in its community and the workplace.

The most direct effect this project has that will benefit vocational education is increased enrollment of women in the technical fields. This year alone CDC has approximately 70 students in community colleges and approximately 32 in vocational technical centers.

PROJECT: The Dabney S. Lancaster Community College Regional Center for Vocational Training of Single Parents/Homemakers and Displaced Homemakers

DIRECTOR: Dr. Benjamin T. King

LOCATION: Dabney S. Lancaster Community College
Route 60, West
P. O. Box 1000
Clifton Forge, VA 2422-1000

TELEPHONE: 703/862-4246

TIME FRAME: July 1, 1988 - June 30, 1988

FUNDING LEVEL: $74,995.00

OBJECTIVES:

(1) To prepare and disseminate information, to conduct outreach to 2,215 potential participants and to determine ninety (90) parents/homemakers/displaced homemakers who could benefit the most from vocational training/retraining and/or literacy instruction

(2) To provide tuition and required instructional supplies to these ninety (90) participants for a wide variety of degree and certificate vocational training programs.

(3) To provide basic literacy instruction leading to the GED where needed.

(4) To provide transportation and child care stipends, where needed, for participants.

(5) To provide information and outreach on related support services (community action groups, social service agencies, mental health clinics, support groups, etc.).

(6) To provide through individual, small group and class size activities, personal and career counseling, life skills development training and pre-employment preparation training for participants.

(7) To provide a support group(s) and network for program participants. Peer counselors will be utilized for networking and for assistance in retaining participants in the program.

(8) To provide individual, small group and class size opportunities for participants to explore the concepts of sex-role stereotyping and vocational equity for men and women and its negative effects on both sexes.

(9) To provide job development/placement assistance for participants through the DSLCC and JTPA Placement Service.

(10) To provide academic counseling and one-on-one tutorial assistance to help these participants in completing their programs.

(11) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES OF IMPLEMENTATION:

(1) Prepare outreach and recruitment information, disseminate information and announcements and hire a counselor.

(2) Ninety (90) participants will be selected and enrolled in basic literacy instruction and/or vocational training programs. Their tuition will be paid and required instructional supplies will be provided. Tutoring will also be provided during each semester the participants are enrolled.

(3) Day care and transportation stipends will be provided.

(4) Individual and group counseling will be conducted, and courses and workshops will be arranged which include personal and career counseling, life skills development training, pre-employment preparation, job search/placement, sex stereotyping and vocational sex equity.

(5) Support group(s) and a peer counseling service will be arranged for each semester.

(6) Interim and final reports will be prepared and sent to the funding source.

CONTRIBUTIONS TO VOCATIONAL EDUCATION.

The 2,215 identified individuals, according to their respective social services departments, are in need of basic literacy instruction and/or vocational training and retraining but who can not avail themselves of such training due to costs associated with tuition, supplies, day care and transportation. Successful completion of training will enable these individuals to become more self reliant and will empower them with the economic base that vocational education programs provide to disadvantaged individuals.

PROJECT: PROJECT HOPE: A Regional Center for Single Parents and Displaced Homemakers

DIRECTOR: Dr. Arnold R. Oliver

LOCATION: Danville Community College
1008 Main Street
Danville, VA 24541

TELEPHONE: 804/797-3553

TIME FRAME: July 1, 1988 - June 1, 1989

FUNDING LEVEL: $75,000.00

OBJECTIVES:

(1) To operate a regional center to serve single parents and homemakers, including displaced homemakers.

(2) To provide vocational education and training leading to marketable skills for participants.

(3) To provide basic literacy instruction, where needed, for participants.

(4) To provide support services, including day care and transportation, where needed, for participants.

(5) To provide information and outreach to single parents and homemakers in the designated community regarding vocational education programs and related support services.

(6) To provide personal counseling, career counseling, training and life skills development and training in pre-employment preparation for participants.

(7) To provide a support group for participants.

(8) To provide an opportunity for participants to explore the concepts of sex-role stereotyping and its negative effects on both sexes and vocational gender equity for men and women.

(9) To provide job development/placement for participants.

(10) To evaluate project activities, document results and comply with the Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The current Coordinator/Counselor and part-time secretary will continue in their positions.

(2) Identification of single-parent adults and displaced homemakers will be continued.

(3) Assessment of participants will be made to enable clients to select appropriate career paths.

(4) Vocational education and training in basic literacy will be completed through a variety of credit and non-credit activities at Danville Community College.

(5) Job development and placement activities will be conducted by the Coordinator/Counselor and other resources at the College.

(6) Activities will be held throughout the year in the form of workshops/seminars on vocational equity and nontraditional job opportunities for men and women.

(7) Evaluation of the project will be completed by the Coordinator/counselor and outside consultants.

(8) Funding linkages will be developed with other community agencies to sustain the program without additional vocational educational funds.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This project will provide a systematic way for vocational education to be brought to those in desperate need of training in the vocational areas and to provide a way that these individuals can look at nontraditional, non-sex-biased career paths. This project will have very high visibility in the Danville Community College service region and will:

(1) Enhance the status of vocational education training for others who have not traditionally thought in these terms.

(2) Enhance the concepts of sex equity in job training by providing direct contact for students and vocational teachers with nontraditional workers and vocational programs.

(3) Become a resource for vocational information and non-stereotyped vocational training for the community.

(4) Increase basic literacy skill performance for those receiving, or in need of, vocational skills.

PROJECT: Northern Virginia Center for Single Parents and Homemakers Employment Assistance

DIRECTOR: Ms. Judith E. Patton

LOCATION: Office of Adult and Community Education
Fairfax County Public Schools
Pimmit Hills Center
7510 Lisle Avenue
Falls Church, VA 22043

TELEPHONE: 703/893-1090

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $74,994.00

OBJECTIVES:

(1) To continue operation of the Northern Virginia Center currently serving 600 single parents and homemakers, including displaced homemakers.

(2) To provide vocational education and training in traditional and nontraditional career fields leading to marketable skills for 100 single parents and homemakers in program areas.

(3) To provide basic literacy instruction, where needed, for participants to insure that all participants are functioning with at least 10th grade skills.

(4) To provide support services, such as transportation and child care, where needed, for participants.

(5) To provide participants with information on educational and job training opportunities, job-seeking skills and job market conditions.

(6) To continue support groups and network for all participants.

(7) To develop through workshops a greater awareness of gender equity issues and how such issues relate to the lives of the participants.

(8) To provide job development/placement and counseling, as needed, for participants.

(9) To maintain and expand linkages with at least 40 employment and training opportunities for adults throughout the Northern Virginia region to facilitate referral of participants.

(10) To evaluate the success of program participants in securing and retaining employment.

PROCEDURES FOR IMPLEMENTATION:

(1) The Northern Virginia Center will be continued at two locations; the Pimmit Hills Center to serve the western part of the Northern Virginia area and the Bryant Adult Center to serve the eastern part of the Northern Virginia area.

(2) Outreach will provide program information to an additional 300 single parents, displaced homemakers and homemakers in the Northern Virginia area.

(3) Vocational education and training in nontraditional career fields as well as those leading to marketable skills will be provided for at least 100 participants.

(4) Basic literacy instruction will be provided, where needed. An opportunity will be provided for eligible participants to enroll in a program of high school completion.

(5) All program participants will be provided with information on gender equity issues, educational and job training opportunities, job-seeking skills/techniques and job market conditions (including traditional and nontraditional careers).

(6) Support groups and a network will be continued for all participants.

(7) Pre-employment counseling on job retention skills and individualized follow-up counseling will be provided.

(8) The inventory of community resources available for employment, education, training, job placement and other services gathered during the first three years of the project will be expanded.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The increasing number of single parents, homemakers and displaced homemakers in the Northern Virginia area seeking full-time employment continues to necessitate the development of vocational education programs and services to meet the needs and interest of these target groups. This project provides a model for serving the needs of the target groups in a suburban community. These experiences will be documented in a final report that others can use in establishing such programs.

PROJECT: Germanna Regional Center for Single Parents/Homemakers/Displaced Homemakers

DIRECTOR: Ms. Donna L. Prideaux

LOCATION: Germanna Community College
Box 339
Locust Grove, VA 22508

TELEPHONE: 703/339-1333

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING: $75,000.00

OBJECTIVES:

(1) To operate and maintain a regional center to serve the vocational education training needs of single parents, homemakers and displaced homemakers.

(2) To provide information on vocational education and community services available within the Germanna service region.

(3) To provide assessments of participants to better serve and/or place participants in educational programs and basic literacy instruction, where needed.

(4) To provide information and outreach to target groups regarding vocational education and training programs leading to marketable skills.

(5) To provide a support group, personal and peer counseling and life skills development for participants in order to improve participants' self-esteem.

(6) To provide career counseling and pre-employment preparation for participants.

(7) To provide an opportunity for participants to explore the concepts of sex-role stereotyping and vocational gender equity for men and women.

(8) To provide support services including fees for tuition, training, books, materials, child care and transportation, where needed, for participants.

(9) To provide job development/placement opportunities for participants.

(10) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Ongoing maintenance of a regional center will be provided.

(2) Outreach for recruitment of eligible candidates will be conducted.

(3) Each participant will be assessed for placement purposes and an individual and academic profile will be developed.

(4) Support services (such as child care, transportation, counseling and support groups) will be provided.

(5) Participants will be placed in vocational education classes, training programs and basic literacy classes, where needed.

(6) Seminars on topics such as personal growth and career development will be provided.

(7) Two-day sex-role stereotyping and vocational sex equity seminars will be conducted prior to the beginning of each semester.

(8) Job development and placement services will be provided.

(9) A final evaluation of the project will be conducted.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The Germanna Regional Center will provide resources enabling single parents and homemakers to receive information pertaining to vocational education and training/retraining opportunities. Moreover, the center will provide the economic opportunity for individuals who might not otherwise have the financial means to achieve job security through participation in the training programs. Center participants will be trained in marketable skills to compete in an ever tightening job market. Participants will be provided support, knowledge and guidance to help them build their self-confidence and job-seeking skills. Outreach will increase community awareness of the problems facing this target population and the services provided by the regional center. Society as a whole will benefit from the increased productivity of the labor force.

PROJECT: Establishment and Operation of A Regional Single Parent Homemaker Center on J. Sargeant Reynolds Community College's Downtown Campus

DIRECTOR: Ms. Erlene Carter-Dabney

LOCATION: J. Sargeant Reynolds Community College
Downtown Campus
P. O. Box C-32040
Richmond, VA 23261-2040

TELEPHONE: 804/786-5115

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $74,955.00

OBJECTIVES:

(1) To continue an environment to serve single parents, homemakers and displaced homemakers by operating a regional center for them on JSRCC's Downtown Campus.

(2) To enhance program participants' marketability to employers by providing education and training.

(3) To assess program participants' academic preparedness and provide basic literacy instruction where needed.

(4) To assist one hundred (100) program participants by providing financial support services for books, child care and/or transportation.

(5) To provide information and outreach to single parents and homemakers in the Richmond Metropolitan area regarding JSRCC's vocational education programs and center support services.

(6) To provide individual and group sessions in personal and career counseling and training in parenting, life skills development and pre-employment preparation.

(7) To provide leadership in the formation and facilitation of a support group for participants.

(8) To provide an opportunity for participants to explore the concepts of sex-role stereotyping and vocational gender equity for men and women.

(9) To provide job development and placement assistance.

(10) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) A single parent/homemaker center will be continued on the Downtown Campus of JSRCC.

(2) Participants will be required to be full-time degree/certificate-seeking students. They will be academically counseled and advised by appropriate JSRCC professionals.

(3) Academic placement tests will be given to each participant to determine the instruction needed. When necessary, participants will be required to take developmental courses to prepare them for regular college classes or referred to the appropriate literacy training institution.

(4) Each participant will be eligible for stipends for books, child care and transportation costs.

(5) All metropolitan area churches, community civic organizations, public assistance agencies and the public housing courts will be notified of this program. Faculty, students and the media will be notified with information regarding this program.

(6) Each semester program participants will be involved in twelve 60-minute group sessions.

(7) The project director will organize the program participants into a support group.

(8) Four oral and visual presentations will be conducted on sex-role stereotyping and vocational gender equity.

(9) Job vacancy information will be available to participants and assistance will be provided with job search tips, role-playing and resource materials on preparing for employment.

(10) Surveys will be devised to evaluate all program sessions and files will be maintained on each participant. Documentation will be kept to verify the meeting of all objectives and budgetary expenditures.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This project will provide meaningful vocational educational experiences to Richmond area single parents and homemakers. The insights gained through program participation will lead to more enlightened, better informed parents who are in a position to pass this newly acquired information to their children - a new generation headed toward better parenting, less gender bias and more personal development.

PROJECT: PROJECT CARE (CAREER ACTION with REALISTIC EXPECTATIONS) for Single Parents and Displaced Homemakers

DIRECTORS: Dr. Marilyn C. Beck
Ms. Susan E. Collins

LOCATION: Lord Fairfax Community College
P. O. Box 47
Middletown, VA 22645

TELEPHONE: 703/869-1120

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $75,000.00

OBJECTIVES:

(1) To establish and operate a regional center to serve single parents and homemakers, including displaced homemakers.

(2) To provide vocational education and training leading to marketable skills for participants.

(3) To provide basic literacy instruction, where needed, for participants.

(4) To provide support services, including day care and transportation, where needed, for participants.

(5) To provide information and outreach to single parents and homemakers regarding vocational education programs and related support services.

(6) To provide personal counseling, career counseling, training and life skills development and training in pre-employment preparation for participants.

(7) To provide a support group for participants.

(8) To provide an opportunity for participants to explore the concepts of sex-role stereotyping and its negative effects on both sexes and vocational gender equity for men and women.

(9) To provide job development/placement for participants.

(10) To evaluate project activities, document results and comply with the Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) A counselor will assume responsibility for this project and a part-time secretary will provide support for Project CARE.

(2) Single-parent adults and displaced homemakers will be identified.

(3) Assessment of participants will be made to enable clients to select appropriate career paths.

(4) Vocational education and training in basic literacy will be completed, where needed, through activities at Lord Fairfax Community College or community resources.

(5) Job development and placement activities will be conducted.

(6) Community activities will be held throughout the year on vocational gender equity and nontraditional job opportunities for men and women.

(7) Evaluation of the Project will be completed by the coordinator/counselor and outside consultants.

(8) Funding linkages with other community agencies will be developed to sustain the program without additional vocational educational funds.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Project Care will provide a systematic way for vocational education to be brought to those in desperate need of training in the vocational areas, and to provide a way that these individuals can look at the nontraditional, non-sex-biased career paths. Project Care will have very high visibility in the Lord Fairfax Community College service region which will:

- Enhance the status of vocational education training for others who have not traditionally thought in these terms.
- Enhance the concepts of sex equity in job training by providing direct contact for students and vocational teachers with nontraditional workers and vocational programs.
- Become a resource for vocational information and nonstereotyped vocational training for the community.
- Increase basic literacy skill performance for those receiving, or in need of, vocational skills.

PROJECT: Women/Men in Need of Skills (WINS) Project

DIRECTOR: Ms. Carol Moore

LOCATION: Mountain Empire Community College
Drawer 700
Big Stone Gap, VA 24219

TELEPHONE: 703/523-2400

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $74,988.72

OBJECTIVES:

(1) To establish and operate at Mountain Empire Community College a regional center to serve men and women who are single parents and homemakers, including displaced homemakers, in Scott, Lee, Wise and Dickenson Counties.

(2) To provide 30 men and women during the thirty-two week training period with vocational education and training leading to marketable skills.

(3) To provide basic literacy or developmental instruction to participants as prescribed by individual ability assessments.

(4) To provide participants with an allowance for child care and an allowance for transportation, where needed.

(5) To provide information and outreach regarding the WINS Project via linkages with cooperating community action groups, social service agencies, support groups and others.

(6) To provide personal counseling, career counseling, life skills development and pre-employment preparation for participants.

(7) To provide a support center for sharing and discussion among participants.

(8) To provide an opportunity for participants to explore the concepts of sex-role stereotyping and vocational gender equity for men and women.

(9) To provide job development/placement services for participants.

(10) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Participants will be recruited through the use of flyers, brochures, news releases and radio spots through linkages with other community agencies and organizations.

(2) A personal and academic profile will be developed on each participant and will be used in determining placement in occupational and basic skills programs and in assisting students with goal setting.

(3) Sessions on the world of work, occupational information, career planning, job-search techniques, resume writing and basic skills needed for personal life management will be provided for participants.

(4) Resource people, including nontraditional role models, will make presentations on topics such as "Divorce Coping", "Math Anxiety", "Where the Jobs Are", "Positive Self-image Building" and "Comparable Worth".

(5) Participants will be enrolled in basic skills classes in reading, writing, spelling and math, as needed, and will be encouraged to take GED tests if they lack a high school diploma.

(6) After determining abilities, interests and career goals, participants will be enrolled in occupational education programs.

(7) A day care and a transportation allowance will be provided.

(8) Opportunities for sharing and discussion among participants will be provided, with planned workshops and discussion groups twice a month.

(9) Through linkages with business, industry and community agencies, job development/placement will be provided.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Through the WINS Project, vocational education leading to marketable skills (including vocational education in programs nontraditional for men and women) will be provided for single parents, homemakers and displaced homemakers. These are people who otherwise might not be provided vocational education as well as related services, such as personal counseling, academic advising, life skills development, child care and transportation. A notebook will be developed and shared with others who plan to serve these target groups in the future.

PROJECT: Regional Center to Serve Single Parents and Homemakers

DIRECTOR: Ms. Linda Capone Claussen

LOCATION: New River Community College
Route 100, P. O. Drawer 1127
Dublin, VA 24084

TELEPHONE: 703/674-3600

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $74,997.00

OBJECTIVES:

(1) To continue to operate a Single Parents and Homemakers Center in the New River Valley area that will serve the needs of single parents and displaced homemakers seeking additional education to facilitate their employment.

(2) To provide marketable vocational education and basic literacy training for one hundred (100) participants.

(3) To provide information to center participants about job market conditions in the New River Valley area, education and job training opportunities available at the community college, job-seeking/job retention skills and information about sex-role stereotyping and vocational gender equity.

(4) To provide counseling and referrals to help participants deal with personal, education and job search situations.

(5) To develop a support group system that will serve the identified programming needs.

(6) To develop and publicize job opportunities.

(7) To evaluate the success of the students' educational progress, job placements and job retention programs.

PROCEDURES FOR IMPLEMENTATION:

(1) Staffing of the center will be maintained for a minimum of eight hours a day.

(2) Extensive ongoing publicity about the center, including a newsletter, will be implemented.

(3) Referral lines from the center to the NRCC counseling staff, the job placement center, the financial aid office and local industry will be established.

(4) During program selection pre-enrollment testing will be completed, and counseling, career guidance, tutoring services and developmental classes will be offered.

(5) Books/transportation/child care stipends will be provided.

(6) The center coordinator and counselor will be available to work individually with center participants, to conduct workshops and to accept speaking engagements.

(7) A workshop concerning sex-role stereotyping and vocational sex equity will be co-sponsored with the High Technology Exploration Program for Women.

(8) The needs of students will be assessed and a support group created.

(9) Work with local industry, the Virginia Employment Commission and New River Community College placement staff will be ongoing to discover employment opportunities. A library of materials will be maintained.

(10) The academic achievement of the students will be analyzed and the number of students who become employed will be assessed.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The operation of the Center will provide an opportunity for more people to have access to vocational training. The center provides effective vocational training curricula aimed at helping the student develop long-range personal and occupational goals. Primary focus is on the acquisition of both job-seeking and job-keeping skills with consideration given to children and the family unit. It is felt that without the development of personal life skills, it is unlikely that old habits will be abandoned or that new attitudes will develop. In addition, students will be exposed to cultural experiences outside the classroom. It is felt that direct and varied exposure to events in the community will enable these center participants to more effectively assume their role as citizens and pursue equal employment in today's society.

PROJECT: Establishment and Operation of the Patrick Henry Community College Center for Single Parents, Homemakers and Displaced Homemakers

DIRECTOR: Ms. Pamela Stokes

LOCATION: Patrick Henry Community College
P. O. Drawer 5311
Martinsville, VA 24115

TELEPHONE: 703/638-8777

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $75,000,00

OBJECTIVES:

(1) To operate a regional center to serve single parents, homemakers and displaced homemakers.

(2) To provide vocational education and training leading to a marketable skill for participants.

(3) To provide basic literacy instruction, where needed, for participants.

(4) To provide support services, including day care and transportation, where needed, for participants.

(5) To provide information and outreach regarding vocational education program and related support services to single parents and homemakers in the Patrick Henry Community College service region.

(6) To provide personal counseling, career counseling, training and life skill development and training in pre-employment preparation for participants.

(7) To provide a support group for participants.

(8) To provide an opportunity for participants to explore the concepts of sex-role stereotyping and its negative effects on both sexes and vocational equity for men and women.

(9) To provide job development/placement for participants.

(10) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES OF IMPLEMENTATION: (1) Educational and vocational assessment will be

completed for up to 95 single parents, homemakers and displaced homemakers in Patrick Henry's service region.

(2) Vocational instruction and job seeking skills will be provided to the individuals as appropriate; and counseling, referrals and education opportunities will be provided for the remaining individuals.

(3) Participants will be provided professional counseling, peer counseling and tutoring, referrals to social service agencies and child care services, as needed.

(4) Communication will be made with social service workers and heads of volunteer agencies who work in the social services area so that referrals may be made when necessary.

(5) Semi-annual evaluations of program components will be completed.

(6) Literacy services will be coordinated with Henry County Schools. PHCC administers the GEPI to potential candidates for the GED test. Those students needing general preparation can enroll in courses at PHCC or through the Adult Education Program with Henry County Schools. Those needing more extensive preparation will be referred to Henry County Schools' ABE program or Blue Ridge Regional Library - Literacy Program.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

PHCC has the only regional center for single parents, homemakers and displaced homemakers within the Patrick Henry Community College service region. Continued funding for vocational education, career and life skills counseling and an advocacy center would help to meet the needs of the women in our service area. In addition, with tuition/child care/transportation funds being made available, some of the greatest barriers for college participation are eliminated for many women and men. The men and women within this area tend to follow traditional, sex-role typed careers and life styles. By providing career counseling, occupational assessment and vocational education that is free of sex-role stereotyping, this project would significantly affect the lives of many of our citizens.

PROJECT: The Opportunity Center: Vocational Education and Support Services for Single Parents and Homemakers, Including Displaced Homemakers

DIRECTOR: Ms. Frances L. Flythe

LOCATION: Paul D. Camp Community College
P. O. Box 737
Franklin, VA 23851

TELEPHONE: 804/562-2171

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $75,000.00

OBJECTIVES:

(1) To establish and operate a regional center to serve single parents and homemakers, including displaced homemakers, in the cities of Franklin and Suffolk and the counties of Southampton and Isle of Wight.

(2) To provide vocational education and training leading to marketable skills for at least 75 single parents and homemakers, including displaced homemakers.

(3) To provide basic literacy instruction, where needed, for single parents and homemakers, including displaced homemakers.

(4) To provide aid for day care, transportation and other supportive services, as needed, to at least 75 single parents and homemakers, including displaced homemakers.

(5) To provide information and outreach to at least 75 single parents and homemakers, including displaced homemakers, in the designated region regarding vocational education programs and related support services.

(6) To provide personal counseling, career counseling, training in life skill development and training in pre-employment preparation for at least 75 single parents and homemakers, including displaced homemakers.

(7) To provide at least one peer support group for program participants which will involve a minimum of 25 participants.

(8) To provide at least one presentation and/or group counseling session per academic semester for participants to explore the concept of sex-role stereotyping and vocational sex equity for men and women.

(9) To provide job development and placement for program participants.

(10) To evaluate project activities, document results and comply with the Department of Education reporting requirements.

PROCEDURES OF IMPLEMENTATION:

(1) Information, outreach and referral will be implemented.

(2) Support services will be provided to the participants.

(3) Vocational education and job placement will be made available to all participants, as appropriate.

(4) Evaluation and documentation of project activities will be conducted.

CONTRIBUTION TO VOCATIONAL EDUCATION:

On a regional level, the project will encourage vocational equity by providing opportunities for single parents, homemakers and displaced homemakers to enter nontraditional occupations or traditional occupations in which they will earn more than minimum wage. It will provide the support services needed by single parents and homemakers and displaced homemakers to complete a vocational education program. In addition, this project, through its advisory committee, will foster a cooperative relationship between the local community, business and industry regarding the achievement of vocational equity.

PROJECT: JOBSIGHT, A Regional Center Serving Single Parents and Homemakers, including Displaced Homemakers

DIRECTOR: Ms. Joan Velliquette

LOCATION: Piedmont Virginia Community College/JOBSIGHT
1705 Gordon Avenue
Charlottesville, VA 22903

TELEPHONE: 804/977-5627

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $75,000.00

OBJECTIVES:

(1) To continue to operate JOBSIGHT to serve 225 single parents and homemakers.

(2) To provide vocational training for 70 training participants.

(3) To provide basic literacy instruction as needed.

(4) To provide for the payment of child care and transportation expenses for training participants.

(5) To provide information and outreach to Region X Planning District regarding vocational education.

(6) To provide personal counseling, career counseling, support services and classes for center participants.

(7) To provide weekly peer support groups for training participants.

(8) To provide eight workshops to explore the concepts of sex-role stereotyping and vocational gender equity.

(9) To provide center participants with employability skills training, job development and job placement through the FOCUS Employment Services Program.

(10) To evaluate project activities in compliance with Department of Education Gender Equity procedures.

PROCEDURES FOR IMPLEMENTATION:

(1) At least 225 single parents, homemakers and displaced homemakers will be recruited from Region X using the media and agency resources.

(2) Seventy eligible candidates will be selected for vocational education and training.

(3) General education development will be provided for center participants. Trained reading tutors will be available.

(4) A contract will be made individually with training participants for reimbursement of child care and transportation expenses.

(5) Presentations, talks, workshops in schools and other community agencies will be scheduled. Newsletters, brochures, and pamphlets will be distributed.

(6) Attendance at weekly support group meetings will be required of training participants.

(7) Monthly workshops will be organized to explore the concepts of sex-role stereotyping and vocational sex equity for both men and women.

(8) Employability skills workshops, courses, career counseling, and an up-dated job file will be available to center participants.

(9) Interim and final project reports will be prepared. Evaluations of JOBSIGHT programs, and self-esteem and career growth reports will be completed by participants. Follow-up data of all participants will be compiled.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

JOBSIGHT will help the targeted population served by using all the community resources available and providing opportunities for individuals to change careers, learn new work skills, and receive professional assistance as they redirect their lives.

PROJECT: Equal Opportunities for Employability Program

DIRECTOR: Ms. Reba B. Bolden

LOCATION: Rappahannock Community College
Glenns Campus
Glenns, VA 23149

TELEPHONE: 804/758-5324

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $75,000.00

OBJECTIVES:

(1) To continue to operate a regional vocational preparation program to serve 50 single parents, homemakers and displaced homemakers seeking entry or reentry into the job market.

(2) To provide tuition and books for vocational education programs which lead to a marketable skill.

(3) To provide basic literacy instruction and GED preparation for participants as needed.

(4) To provide support services which include child day care and transportation costs, where needed.

(5) To provide information and outreach to single parents and homemakers in Gloucester, King & Queen, King William, Mathews, Middlesex and New Kent Counties.

(6) To provide personal, group and career counseling, life survival skill training, pre-employment and job readiness training to participants.

(7) To establish bi-weekly support groups.

(8) To provide workshops for the participants and local school division employees to explore the concepts of sex-role stereotyping and vocational gender equity.

(9) To provide job development and placement opportunities for participants by working with local JTPA programs, the Virginia Employment Commission, businesses, industries and community agencies.

(10) To evaluate project activities, document the results and comply with the Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The Equal Opportunities for Employability Program

will be maintained and staffed on the Glenns campus of Rappahannock Community College.

(2) Participants will be recruited through a community network and the use of flyers, posters, brochures, news releases and radio spots.

(3) Participants' needs will be assessed through counseling and testing in order to place them in appropriate curricula.

(4) Participants will be provided vocational education as well as basic literacy instruction and GED preparation, as needed.

(5) Participants will be provided support services, such as group and personal counseling, group session, tutoring, referral services, travel and child care reimbursement.

(6) Participants will be provided pre-employment skills, job readiness/job search training, and job placement assistance through linkages with businesses, industries and community agencies.

(7) Workshops and seminars on sex-role stereotyping and vocational gender equity will be provided for participants and local school employees.

(8) The project will be evaluated, documented and results reported to the Department of Education.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The participants in this program will be single parents and displaced homemakers who live in a rural region characterized by high unemployment, low income and few opportunities for vocational training. These people, mostly women, have been traditionally underserved by vocational education particularly in the nontraditional employment areas. This project will give participants financial assistance with tuition, books, child care and travel that would help them overcome the barriers that keep them from learning a marketable skill and overcome psychological barriers that inhibit them from reaching their full potential. The vocational education and job search training will enable the participants to find employment, in many cases in nontraditional occupations, which is the primary goal of the project. The participants, by raising their own standards of living, will be improving the economic health of the community; and by entering nontraditional vocations, the participants will be changing the attitudes of the community about sex roles.

PROJECT: Equal Opportunities for Employability Program

DIRECTOR: Mr. Robert B. Worthy Jr.

LOCATION: Rappahannock Community College
Warsaw Campus
P. O. Box 318
Warsaw, VA 22572

TELEPHONE: 804/333-4024

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $75,000.00

OBJECTIVES:

(1) To continue to operate a regional vocational preparation program to serve 50 single parents, homemakers and displaced homemakers seeking entry or reentry into the job market.

(2) To provide tuition and books for vocational education programs which lead to a marketable skill.

(3) To provide basic literacy instruction and GED preparation for participants as needed.

(4) To provide support services which include child day care and transportation costs, where needed.

(5) To provide information and outreach to single parents and homemakers in Caroline, Essex, King George, Lancaster, Northumberland, Richmond and Westmoreland Counties.

(6) To provide personal, group and career counseling, life survival skill training, pre-employment and job readiness training to participants.

(7) To establish bi-weekly support groups.

(8) To provide workshops for the participants and local school division employees to explore the concepts of sex-role stereotyping and vocational gender equity.

(9) To provide job development and placement opportunities for participants by working with local JTPA programs, the Virginia Employment Commission, businesses, industries and community agencies.

(10) To evaluate project activities, document the results and comply with the Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The Equal Opportunities for Employability Program

will be maintained and staffed on the Warsaw campus of Rappahannock Community College.

(2) Participants will be recruited through a community network and the use of flyers, posters, brochures, news releases and radio spots.

(3) Participants' needs will be assessed through counseling and testing in order to place them in appropriate curricula.

(4) Participants will be provided vocational education as well as basic literacy instruction and GED preparation, as needed.

(5) Participants will be provided support services, such as group and personal counseling, group session, tutoring, referral services, travel and child care reimbursement.

(6) Participants will be provided pre-employment skills, job readiness/job search training, and job placement assistance through linkages with businesses, industries and community agencies.

(7) Workshops and seminars on sex-role stereotyping and vocational gender equity will be provided for participants and local school employees.

(8) The project will be evaluated, documented and results reported to the Department of Education.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The participants in this program will be single parents and displaced homemakers who live in a rural region characterized by high unemployment, low income and few opportunities for vocational training. These people, mostly women, have been traditionally underserved by vocational education particularly in the nontraditional employment areas. This project will give participants financial assistance with tuition, books, child care and travel that would help them overcome the barriers that keep them from learning a marketable skill and overcome psychological barriers that inhibit them from reaching their full potential. The vocational education and job search training will enable the participants to find employment, in many cases in nontraditional occupations, which is the primary goal of the project. The participants, by raising their own standards of living, will be improving the economic health of the community; and by entering nontraditional vocations, the participants will be changing the attitudes of the community about sex roles.

PROJECT: Southside Center for Vocational Preparation for Single Parents and Homemakers

DIRECTOR: Ms. Shelia J. Wilson

LOCATION: Southside Virginia Community College
Christanna Campus
Route 1, Box 60
Alberta, VA 23821-9801

TELEPHONE: 804/949-7111

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $75,000.00

OBJECTIVES:

(1) To continue to operate the Southside Center for Vocational Preparation for Single Parents and Homemakers, including displaced homemakers.

(2) To provide vocational education and training leading to a marketable skill for participants.

(3) To provide basic literacy instruction, where needed.

(4) To provide support services including day care and transportation.

(5) To provide information and outreach to single parents and homemakers in Brunswick, Greensville, Lunenburg, Mecklenburg and Nottoway Counties regarding vocational education programs and support services provided by the center.

(6) To provide personal counseling, career counseling, training in life skill development and training in pre-employment preparation for participants.

(7) To provide a support group for the participants.

(8) To provide an opportunity for the participants to explore the concepts of sex-role stereotyping and its effects on both sexes and vocational equity for men and women.

(9) To provide job development and placement opportunities for participants.

(10) To provide the support services necessary to retain participants in training programs.

(11) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The present center on the Christanna Campus will be maintained.

(2) Vocational education and training and literacy instruction will be provided.

(3) Sex-role stereotyping and vocational equity will be explored.

(4) Support services, with specific attention toward day care and transportation, will be provided as well as counseling services which include training in life skill development and pre-employment preparation.

(5) Job development/placement opportunities will be provided and a support group for the participants identified.

(6) The project will be evaluated and documented.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

While Virginia is undergoing economic restructuring, and to some extent revitalization, single parents and homemakers, especially those who have been displaced, face deteriorating standards of living. These people, mostly women, have been traditionally underserved by vocational education, particularly in the subject areas nontraditional for their sex. This project would help participants overcome biases that inhibit their ability to earn a living by providing education and support services. Project participants will be given vocational information to create awareness in the areas of career development and options, salary ranges and job stereotyping. By enlisting the cooperation of a number of community, education and service agencies the placement and job retention success should be high.

PROJECT: Southside Center for Vocational Preparation for Single Parents, Homemakers and Displaced Homemakers

DIRECTOR: Ms. Melody L. Moore

LOCATION: Campus Without Walls
419 S. Main Street
Emporia, VA 23847

TELEPHONE: 804/634-5147 or 634-9358

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $75,000.00

OBJECTIVES:

(1) To continue to operate the Southside Center for Vocational Preparation for Single Parents, Homemakers and Displaced Homemakers.

(2) To provide vocational education and training leading to marketable skills for participants.

(3) To provide basic literacy instruction, where needed, for participants.

(4) To provide support services, including child care and transportation, where needed, for participants.

(5) To provide information and outreach to single parents, homemakers and displaced homemakers in Greensville, Surry and Sussex Counties and the City of Emporia regarding vocational education programs and related support services.

(6) To provide personal counseling, career counseling, training in life skills development and training in pre-employment preparation for participants.

(7) To provide a support group for the participants.

(8) To provide an opportunity for the participants to explore the concepts of sex-role stereotyping and its negative effects on both sexes and vocational gender equity for men and women.

(9) To provide job development/placement opportunities for participants.

(10) To provide the support services necessary to retain participants in training programs.

(11) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The present center at the Campus Without Walls will be maintained and staffed.

(2) Vocational education and training and literacy instruction will be provided.

(3) Sex-role stereotyping and vocational equity will be explored.

(4) Support services, with specific attention toward child care and transportation, and counseling services which include training in life skills development and pre-employment preparation will be provided.

(5) Job development/placement opportunities will be provided and a support group identified for the center participants.

(6) The project will be evaluated and documented.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

While Virginia is undergoing economic restructuring and to some extent revitalization, single parents, homemakers and displaced homemakers face deteriorating standards of living. These people, mostly women, have been traditionally underserved by vocational education, particularly in the subject areas nontraditional for their sex. This project will help participants overcome biases that inhibit their ability to earn a living by providing educational and support services. By enlisting the cooperation of a number of community education and service agencies, the placement and job retention success should be high.

PROJECT: Southside Center for Vocational Preparation for Single Parents and Homemakers

DIRECTOR: Ms. Phyllis Ryan

LOCATION: Southside Virginia Community College
John H. Daniel Campus
Route 1, Box 15
Keysville, VA 23947

TELEPHONE: 804/736-8484

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $75,000.00

OBJECTIVES:

(1) To continue to operate the Southside Center for Vocational Preparation to serve single parents and homemakers, including displaced homemakers.

(2) To provide vocational education and training leading to marketable skills for center participants.

(3) To provide basic literacy instruction, where needed.

(4) To provide support services, including day care and transportation, where needed, for center participants.

(5) To provide information and outreach to single parents and homemakers in Buckingham, Charlotte, Cumberland, Halifax, Lunenburg and Prince Edward Counties regarding vocational education programs and support services provided by the center.

(6) To provide personal counseling, career counseling, training in life skills development and training in pre-employment preparation for center participants.

(7) To provide a support group for the center participants.

(8) To provide an opportunity for the center participants to explore the concepts of sex-role stereotyping and its negative effects on both sexes and vocational equity for men and women.

(9) To provide job development and placement opportunities for center participants.

(10) To provide the support services necessary to retain center participants in training programs.

(11) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The present center on the John H. Daniel campus will be maintained and staffed.

(2) Vocational education and training and literacy instruction will be provided.

(3) Sex-role stereotyping and vocational equity will be explored.

(4) Support services for participants' day care and transportation costs and counseling services, including training in life skills development and pre-employment preparation will be provided.

(5) Job development/placement opportunities will be provided and a support group for the center participants identified.

(6) The project will be evaluated and documented.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

While Virginia is undergoing economic restructuring, and to some extent revitalization, single parents and homemakers, especially those who have been displaced, face deteriorating standards of living. These people, mostly women, have been traditionally underserved by vocational education, particularly in the subject areas nontraditional for their sex. This project will help participants overcome biases that inhibit their ability to earn a living by providing educational and support services. Project participants will be given vocational information to create awareness in the areas of career development and options, salary ranges and job stereotyping. By enlisting the cooperation of a number of community educational and service agencies, the placement and job retention success should be high.

PROJECT: Southwest Virginia Regional Center for Single Parents, Homemakers and Displaced Homemakers

DIRECTOR: Ms. Pat S. Salyers

LOCATION: Southwest Virginia Community College
Richlands, VA 24641-1510

TELEPHONE: 703/964-2555

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $75,000.00

OBJECTIVES:

(1) To continue to operate a regional center to serve single parents and homemakers, including displaced homemakers.

(2) To provide vocational education and training leading to a marketable skill for program participants.

(3) To provide basic literacy instruction, where needed.

(4) To provide support services, including day care and transportation, where needed, for participants.

(5) To provide information and outreach to single parents and homemakers in the designated community regarding vocational education programs and related support services.

(6) To provide personal counseling, career counseling, training in life skill development and training in pre-employment preparation for participants.

(7) To provide a support group for program participants.

(8) To provide an opportunity for participants to explore the concepts of sex-role stereotyping and its negative effects on both sexes and vocational gender equity.

(9) To provide job development/placement for program participants.

(10) To provide participants the incentive for continuing vocational training through assistance with the financial aid process for enrollment at SVCC or other appropriate institutions.

(11) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The vocational assessment process for 125 homemakers, displaced homemakers or single parents in SVCC's service area will be completed.

(2) One hundred twenty-five participants will be provided with instruction leading to a marketable skill.

(3) Appropriate program linkages will be established through work with area educational and social services professionals.

(4) Program participants will be supported through child care services, transportation, peer counseling, professional counseling and referral to other appropriate agencies for auxiliary services.

(5) Awareness seminars/workshops will be conducted for elementary teachers and counselors concerning sex-fair career education.

(6) Workshops focusing upon current issues affecting the participants' lifestyles and career preparation plans will be conducted.

(7) Special activities and services for older students will be developed.

(8) Bi-weekly contact with program participants to monitor their progress will be maintained.

(9) Quarterly evaluations of program operations will be completed.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Only since the funding of this Center in 1985 has there been a unified mechanism to address the needs and to bridge the many barriers faced by single parents, homemakers and displaced homemakers in southwest Virginia. Fourth year funding for an outreach, advocacy, career education and life-long learning skills center will fill a void in the educational and social services structure of the Commonwealth. By providing gender-fair occupational assessment, career counseling and vocational training, this project will continue to improve the quality of life for scores of area citizens who might otherwise lapse into intergenerational repetition of traditional roles and a lifestyle in which unemployment and dependency are acceptable models. Vocational education funds will be used to transform unemployed, uncertain and insecure persons into vocationally and socially prepared taxpaying citizens.

PROJECT: Operation of a Regional Center to Serve Single Parents and Homemakers

DIRECTOR: Ms. Kathleen Smith

LOCATION: The STEM Corporation
22 North Sycamore Street
P. O. Box 2790
Petersburg, VA 23803

TELEPHONE: 804/861-6402

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $75,000.00

OBJECTIVES:

(1) To continue the operation of the STEM Regional Center that will serve 90 single parents, homemakers, and displaced homemakers from the Cities of Colonial Heights, Petersburg and Hopewell and the Counties of Dinwiddie and Prince George.

(2) To provide for the vocational education of 40 participants through their enrollment into existing programs within local school systems and/or community colleges.

(3) To provide basic literacy instruction for 15 participants.

(4) To provide support services such as child care and transportation to program participants, where needed.

(5) To provide personal counseling, training in life skills development and training in pre-employment preparation for participants.

(6) To establish a support group of mentors for participants.

(7) To provide quarterly seminars for exploring concepts of sex-role stereotyping and its negative effects on both sexes and vocational gender equity.

(8) To conduct job development and placement activities for program participants.

(9) To evaluate project activities, document results and to comply with the Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Center staff will continue in its recruitment and outreach activities in cooperation with local school systems and community agencies.

(2) Participants who have achieved minimum education requirements will undergo career assessment. Each will be enrolled in existing vocational education programs to receive training which leads to a marketable skill.

(3) Participants who are assessed as reading below the fourth grade level will receive basic literacy instruction on an individual basis by the Tri-City Literacy Council and Center staff.

(4) In addition to tuition, textbooks, materials and supplies, participants will receive financial assistance to offset the cost of child care and transportation as needed.

(5) Participants will be provided with intensive career and personal counseling, peer counseling and support group activities by Center staff.

(6) A support group consisting of 12 professional women who will serve as mentors to participants will be established.

(7) Quarterly seminars concerning the exploration of sex-role stereotyping and vocational gender equity will be provided in cooperation with local business owners and community figures.

(8) Participants will receive self-directed job search training by Center staff. Corporate liaisons with local business and community agencies will be contacted to assist participant placement.

(9) A final evaluation of all activities will be prepared and submitted to the Department of Education.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Vocational education leading to marketable skills will be the major benefit to the single parents and homemakers involved in the STEM Regional Center. Project services as described will constitute the third consecutive year of a supportive, cooperative relationship between local school systems and the private sector. Thus, participating single parents and homemakers will continue to develop employability skills necessary for self-sufficiency, success in the world of work and for becoming contributing members of today's society.

PROJECT: Project NOVA (Nontraditional Opportunities for Vocational Advancement): A Regional Center to Serve Single Parents and Homemakers, including Displaced Homemakers

DIRECTOR: Dr. Thomas L. Barnes

LOCATION: Wytheville Community College
1000 East Main Street
Wytheville, VA 24382

TELEPHONE: 703/228-5541

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $75,000.00

OBJECTIVES:

(1) To continue to operate a regional center to serve at least eighty (80) single parents and homemakers, including displaced homemakers, in the Wytheville Community College service area.

(2) To provide vocational education and training leading to marketable skills for program participants.

(3) To provide basic literacy instruction, where needed, for program participants.

(4) To provide support services, including child care and transportation, where needed, for program participants.

(5) To provide information and outreach to single parents and homemakers in the Wytheville Community College service region regarding vocational education programs and related support services.

(6) To provide personal counseling, career counseling, training in life skills development and training in pre-employment preparation for program participants.

(7) To provide a support group for program participants.

(8) To provide an opportunity for program participants to explore the concepts of sex-role stereotyping and its negative effects on both sexes and vocational gender equity for men and women.

(9) To provide job development/placement for program participants.

(10) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Participants will be recruited for the project through use of brochures, news and radio releases and personal contacts with community groups/organizations.

(2) The project staff will work with participants to acquaint them with services of the regional center and to develop plans concerning education and employment goals and ways to achieve them. Participants will enroll in curricular programs at the college.

(3) Participants will be provided group and individual counseling services and will participate in a special life skills development/career exploration course, including an introduction to the concepts of vocational gender equity and sex-role stereotyping.

(4) Literacy instruction will be arranged for individuals needing such assistance.

(5) Participants will receive reimbursements to help defray child care and transportation expenses.

(6) Various outreach techniques will be used to disseminate information concerning the programs and services of the regional center to the public.

(7) Project participants will meet regularly with the Adult Student Support Group at Wytheville Community College.

(8) Job development and placement services will be provided to participants.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The regional center will be available to serve the target population of single parents and homemakers in the large geographic area served by Wytheville Community College. Additionally, the project will enable at least 80 participants to enroll in college programs which will help them secure marketable skills for employment. Through outreach activities, the public will also gain knowledge of opportunities for vocational education and training and an increased awareness of the need for vocational gender equity.

PROJECT: YWCA In-Transition Program

DIRECTOR: Ms. Marilyn Diaz

LOCATION: YWCA of South Hampton Roads
253 West Freemason Street
Norfolk, VA 23510

TELEPHONE: 804/625-4248

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $74,638.00

OBJECTIVES:

(1) To continue the operation of a center for single parents and homemakers, including displaced homemakers, within the Tidewater area of Virginia.

(2) To provide program components that will include:

(a) vocational education and training referral leading to marketable skills;

(b) basic literacy instruction referral, as needed;

(c) personal and career counseling that will include life skills development, pre-employment information and support and peer groups;

(d) identification of job opportunities for participants and assistance with the job search process;

(e) support services, such as day care and transportation, where needed;

(f) information outreach and reference library;

(g) follow-up systems.

(3) To provide an opportunity for participants to explore the concepts of sex-role stereotyping and its negative effects on men and women and vocational gender equity.

(4) To provide a training model for community volunteers in the delivery of services.

(5) To provide a training package for professionals to use in the delivery of services.

(6) To update the Employer's Information Packet that will aid employers in being supportive in the workplace.

(7) To continue the distribution of the In-Transition Help

Guide, which identifies job resource information for the participant or the supporter.

(8) To evaluate project activities, document results and comply with the Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Information and outreach will continue to be provided and expanded through the establishment of an information service to the designated areas.

(2) The volunteer training model will be updated and volunteers trained.

(3) Consultants will be supplied with information concerning special needs of participants.

(4) Mini-workshops will be provided that will allow participants to explore the concepts of sex-role stereotyping and its negative effects on both sexes and vocational gender equity.

(5) Life skills development and pre-employment training will be provided.

(6) An informational package for working with employers in the workplace will be developed.

(7) The In-Transition Help Guide will be updated, printed and distributed to agencies and concerned individuals and groups.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The YWCA's In-Transition Program made a significant difference to single parents, homemakers and displaced homemakers who entered the program during the first two years. The particpants were exposed to vocational education and training opportunities, and some enrolled in education and training programs. In addition, the YWCA has been afforded the opportunity to educate the community about vocational education through visits with employers and community groups as well as through television interviews.

PROGRAMS TO SERVE TEENAGE PARENTS

PROJECT: Teenage Parent Program for Skillbuilding (TAPPS)

DIRECTOR: Mr. Herbert H. Ruffin

LOCATION: Chesapeake Adult Continuing Education Department
605 Providence Road
Chesapeake, VA 23325

TELEPHONE: 804/424-0542

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $34,992.09

OBJECTIVES:

(1) To provide 30 young women who are teenage parents and who are dropouts or potential dropouts with the opportunity to complete their secondary school education in a school setting while enrolled in a program through which they will gain marketable skills.

(2) To provide a support group for program participants.

(3) To provide support services, including child care and transportation, where needed, for program participants.

(4) To provide information and outreach to teenage parents in the designated community regarding the cooperative education program and related support services.

(5) To provide an opportunity for program participants to explore the concepts of sex-role stereotyping and its negative effects on both sexes and vocational sex equity for men and women.

(6) To provide personal counseling, career counseling, training in life skills development and training in pre-employment preparation for program participants.

(7) To provide job development/placement for program participants.

(8) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Participants for the program will be recruited through brochures, flyers and linkages with school counselors and administrators and community agencies and organizations.

(2) A profile will be developed for each participant and will be used to determine appropriate placement in an educational program.

(3) Program participants will be enrolled in basic skills classes, as needed, and will be encouraged to complete high school or take the GED test.

(4) Participants will attend sessions on the world of work, occupational information, career planning, job search techniques, resume writing and basic skills needed for personal life management.

(5) Participants will be enrolled in an appropriate marketable skills program.

(6) Day care and transportation allowances will be provided, as needed.

(7) Job development/placement will be provided through linkages with business and industry.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Through the TAPPS program, teenage parents will receive education leading to marketable skills (including nontraditional programs for women). This program will provide them with the opportunity to become responsible citizens, thus improving the chances that their children will succeed in traditional educational endeavors.

Evaluation of this program will aid in determining appropriate vocational education assistance for teenage parents who are dropouts or potential dropouts.

PROJECT: The Dabney S. Lancaster Community College Regional Center for Vocational Training of Young Women Who are Teenage Parents

DIRECTOR: Dr. Benjamin T. King

LOCATION: Dabney S. Lancaster Community College
Route 60, West
P. O. Box 1000
Clifton Forge, VA 24422-1000

TELEPHONE: 703/862-4246

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $34,024.00

OBJECTIVES:

(1) To provide 50 young women who are teenage parents and who are dropouts or potential dropouts with the opportunity to complete their secondary school education. Qualified students will be enrolled in an intensive employability skills development program with cooperative education placements where possible. For those who are high school graduates/GED certificate holders, DSLCC classes will be made available for additional training.

(2) To provide basic literacy instruction, where needed, for program participants.

(3) To provide a support group for program participants and support services, including child care and/or transportation, where needed.

(4) To provide information and outreach to teenage parents regarding the program and related support services.

(5) To provide an opportunity to explore the concepts of sex-role stereotyping and its negative effects on both sexes and vocational gender equity.

(6) To provide personal counseling, career counseling, training in life skills development and training in pre-employment preparation for program participants.

(7) To provide job development/placement for selected program participants.

(8) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Outreach and recruitment information will be prepared and disseminated.

(2) Fifty (50) participants will be selected and personal academic profiles prepared to determine appropriate placement and goal setting.

(3) Teenage mothers attending public schools in the DSLCC service area will be enrolled (or re-enrolled). Dropouts who are teenage mothers will be enrolled in GED preparation classes. Tuition, instructional materials and tutoring (as needed) will be provided. Eligible participants will be offered enrollment in a DSLCC certificate or associate degree program to prepare them for employment.

(4) Child care and transportation stipends, where needed, will be provided.

(5) Each participant will enroll in a course entitled "Women's Development Seminar", which addresses issues such as self-concept, health, interpersonal relationships, career planning and working through the realities of school.

(6) Intensive individual and group counseling, including personal, career, life skills, pre-employment, job search/employment, sex-role stereotyping and vocational gender equity, will be conducted.

(7) Through linkages with businesses, industry and community agencies, participants will be enrolled and monitored in occupational education programs.

(8) Project activities will be evaluated and documented with a final report to comply with Department of Education reporting requirements.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The 65 identified individuals lack a high school education and are in need of marketable skills. There is a need for intensive personal and academic counseling and other support services, such as child care and transportation. Successful completion of a high school education or GED and occupational education will enable these individuals to become self-reliant and to obtain the economic power that vocational education programs provide to disadvantaged individuals.

PROJECT: NEW FOCUS: Development and Implementation of Programs to Service Young Women Who Are Teenage Parents

DIRECTOR: Dr. Arnold R. Oliver

LOCATION: Danville Community College
1008 South Main Street
Danville, VA 24541

TELEPHONE: 804/797-3553

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $35,000.00

OBJECTIVES:

(1) To provide 30 young women who are teenage parents and who are dropouts or potential dropouts with the opportunity to complete their secondary education while enrolled in an intensive employability skills development program, with cooperative education placements, where possible.

(2) To provide basic literacy instruction, where needed, for program participants.

(3) To provide a support group for program participants.

(4) To provide support services, including child care and transportation, where needed, for program participants.

(5) To provide information and outreach to teenage parents in the designated community regarding the cooperative education program and related support services.

(6) To provide an opportunity for program participants to explore the concepts of sex-role stereotyping and its negative effects on both sexes and vocational sex equity for men and women.

(7) To provide personal counseling, career counseling, training in life skills development and training in pre-employment preparation for program participants.

(8) To provide job development/placement for program participants.

(9) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) A Coordinator/Counselor and a part-time secretary will be identified, hired and oriented to the purposes and philosophies of the program.

(2) Young women who are teenage parents and in need of educational/vocational training will be identified.

(3) Participants' educational, vocational, personal and socio-economic needs will be assessed, along with the establishment of a preliminary plan of action.

(4) Cooperative education activities will be developed by the program Coordinator/Counselor and the College's job placement director.

(5) Special seminars exploring the concepts of sex-role stereotyping and vocational sex equity, effective parenting and other personal growth and development issues will be provided.

(6) Concrete career goals and realistic long- and short-term objectives for achieving those goals will be established.

(7) Vocational Education/training in basic literacy will be completed through a variety of credit and non-credit activities through Danville Community College and/or the Danville Public School System.

(8) Evaluation of the program will be completed by the Project Coordinator/Counselor and outside consultants.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Women who become pregnant during their teenage years frequently miss opportunities for vocational/educational training and guidance in establishing realistic career goals. The program will provide a systematic means for these individuals to resume such activities and enable them to explore nontraditional, non-sex-biased career paths.

PROJECT: Project Opportunity
Bryant Center Teenage Parent Assistance Project

DIRECTOR: Dr. Armand Sebastianelli

LOCATION: Fairfax County Public Schools
Bryant Adult and Community Education Center
2709 Popkins Lane
Alexandria, VA 22306

TELEPHONE: 703/768-0501

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $34,906.00

OBJECTIVES:

(1) To provide 15 returning and 30-35 new participating teenage parents, who are dropouts or potential dropouts, with the opportunity to complete their secondary school education in a high school completion setting. Participants will be enrolled in a work-study program emphasizing employability skills with cooperative education placements, where possible.

(2) To provide basic literacy instruction, where needed, through referrals to the Literacy Council of Northern Virginia, Volunteer Learning Program, and Fairfax County Adult Education Learning Centers.

(3) To provide a support system for the program participants in the form of a drop-in center, staffed by a counselor or instructor, that provides an opportunity for formal counseling in addition to regularly scheduled support group meetings. A "Mentor Mother" program to provide individualized support for each participant will be established.

(4) To provide support services including referring participants to child care providers and transportation, where needed, using the established facilities and procedures of the Bryant Adult and Community Education Center and the nearby community.

(5) To provide information about opportunities and outreach services to 100 teenage parents in the community as they prepare to complete high school, to develop employability skills through cooperative education and to provide related support services.

(6) To provide an opportunity for program participants to explore the concepts of sex-role stereotyping and vocational sex equity through seminars and discussion groups.

(7) To assist program participants in setting and realizing vocational educational goals, through counseling, career development, job-seeking and job-retention skills seminars.

(8) To provide participants with job development and placement, where feasible, through a supervised work-study program.

(9) To identify and establish linkages with businesses to provide additional resources, i.e., speakers, on-site career exploration experiences, career center materials, and potential job placement.

(10) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Local school guidance staff, human service agencies and the media will be advised of the availability of services for teenage mothers at Bryant Center.

(2) Teenage mothers will be enrolled in the high school completion program, including the appropriate level of a work-study program.

(3) Counseling services, support groups, a drop-in center and seminars will be offered.

(4) Students will be placed in appropriate jobs, where feasible, as part of the work-study program.

(5) Seminars on sex-role stereotyping and sex equity will be conducted.

(6) Job development and placement will be provided for graduating seniors.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Teenage mothers face special problems in meeting the responsibilities of parenthood, completing their education, getting appropriate training for employment and overcoming sex-role stereotyping and sex-equity problems in the workplace. This project will demonstrate that these problems can be addressed in a high school completion setting through the employability skills/cooperative education approach and the provision of individual and group counseling and special seminars. The project will directly benefit the participants and provide a model for the development of such programs in other localities.

PROJECT: TEENSIGHT: A Program for Teenage Parents

DIRECTOR: Ms. Joan Velliquette

LOCATION: FOCUS
1705 Gordon Avenue
Charlottesville, VA 22903

TELEPHONE: 804/977-5627

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $35,000.00

OBJECTIVES:

(1) To provide 20-30 teenage mothers with the opportunity to complete their secondary education and to acquire marketable skills through vocational and cooperative education.

(2) To provide basic literacy instruction for participants, as needed.

(3) To provide weekly support groups for participants.

(4) To provide for the payment of child care and transportation expenses for participants.

(5) To provide information and outreach to teenage mothers in Region X Planning District regarding the opportunities, resources and support services offered by this program.

(6) To provide specific seminars and workshops that will explore sex-role stereotypes and vocational sex equity.

(7) To provide personal counseling, individual peer counseling and life management skills classes for participants to increase their sense of control and self-confidence. Intense employability skills training and career exploration courses will be provided.

(8) To provide participants with job development, co-op placement, apprenticeships, on-the-job training and job placement, as appropriate.

(9) To evaluate project activities and document results in compliance with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Participants will be recruited, assessed and placed in TEENSIGHT programs at the Adult Education Center, Region X area middle and high schools, the Charlottesville-Albemarle Vocational Technical Center, Piedmont Virginia Community College, FOCUS and JOBSIGHT.

(2) Existing secondary education and GED preparation programs, as well as community volunteer tutors, will be utilized to provide basic literacy instruction.

(3) Participants will be required to attend a weekly support group led by a trained group facilitator.

(4) Arrangements for child care and transportation will be contracted individually with participants.

(5) The media, school, and agency resources will be used to locate eligible teenage mothers. Brochures and pamphlets will be distributed; outreach presentation will be scheduled for agencies, schools and churches in Region X.

(6) Nontraditional workers will be utilized as mentors and role models by organizing panels and presenting speakers at workshops. Support groups will explore sex role socialization through discussion and activities.

(7) Personal counseling, career counseling and ancillary classes such as parenting, child development, time and budget management, etc. will be provided. These classes will be held weekly.

(8) TEENSIGHT staff will assist in job placements for participants by outreach to local industry as well as through resources such as the FOCUS Employment Services Program, CATEC apprenticeship programs, PVCC Cooperative Education and community teen agencies.

(9) The evaluation will comply with the Department of Education reporting procedures and will include a pre- and post test which measure career maturity and self esteem.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

TEENSIGHT will fill a void in educational and community services in the Region X area by coordinating existing educational services, affording personal support, providing life and employability skills training and developing job placement for teenage mothers. This is a high risk population that has the potential to lose all momentum toward self-sufficiency. TEENSIGHT's mission is to maintain the teens' development, their interest in and hope for their futures.

PROJECT: Teenagers Experiencing Educational Need (Teen) Project

DIRECTOR: Ms. Carol Moore

LOCATION: Mountain Empire Community College
Drawer 700
Big Stone Gap, VA 24219

TELEPHONE: 703/523-2400

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $34,963.92

OBJECTIVES:

(1) To provide young women who are teenage parents and who are dropouts or potential dropouts with the opportunity to complete their secondary school education in a regular school setting or while enrolled in a program through which they will gain marketable skills.

(2) To provide a support group for program participants.

(3) To provide support services, including child care and transportation, where needed, for program participants.

(4) To provide information and outreach to teenage parents in the designated community regarding the cooperative education program and related support services.

(5) To provide an opportunity for program participants to explore the concepts of sex-role stereotyping and its negative effects on both sexes and vocational gender equity for men and women.

(6) To provide personal counseling, career counseling, training in life skills development and training in pre-employment preparation for program participants.

(7) To provide job development/placement for program participants.

(8) To evaluate project activities, document results and comply with Department of Education reporting requirements.

(9) To provide basic literacy or developmental instruction for program participants as prescribed by individual ability assessments.

PROCEDURES FOR IMPLEMENTATION:

(1) Program participants will be recruited through the use of flyers, brochures, news releases and radio spots and through linkages with other community agencies/organizations.

(2) A personal and academic profile will be developed for each program participant and will be used in determining placement and goal setting.

(3) Sessions on the world of work, occupational information, career planning, job-search techniques, resume writing and basic skills needed for personal life management will be provided for program participants.

(4) Resource people, including nontraditional role models, will make presentations on issues such as expectations vs. realities, goal setting, time management, overcoming the negatives of school and nontraditional careers for women.

(5) Program participants will be enrolled in basic skills classes in reading, writing, spelling and math, as needed, and will be required to take GED tests.

(6) After determining abilities, interest and career goals, program participants will be enrolled in occupational education programs and a complementary cooperative education program.

(7) A day care and transportation allowance will be provided, as needed, for program participants.

(8) Opportunities for sharing and discussion will be provided through planned workshops and discussion groups.

(9) Through linkages with business, industry and community agencies, job development/placement will be provided.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Through the TEEN Project, vocational education leading to marketable skills (including vocational education in programs nontraditional for women) will be provided for teenage mothers. These are people who otherwise might not be provided vocational education and the related services, such as personal counseling, academic advising, life skills development, child care and transportation. A notebook will be developed and shared with others who plan to serve these target groups in the future.

PROJECT: Project Care: Co-op. Newport News Public Schools

DIRECTOR: Ms. Helen B. Snyder

LOCATION: Newport News Public Schools
Newport News, VA 23606

TELEPHONE: 804/599-8726

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $35,000.00

OBJECTIVES:

(1) To provide young women who are teenage parents and who are dropouts or potential dropouts with the opportunity to complete their secondary school education while enrolled in an intensive employability skills development program, with cooperative education placements, where possible.

(2) To provide basic literacy instruction, where needed, for program participants.

(3) To provide a support group for program participants.

(4) To provide support services, including child care and transportation, where needed, for program participants.

(5) To provide information and outreach to teenage parents in the designated community regarding the program and related support services.

(6) To provide an opportunity for program participants to explore the concepts of gender-role stereotyping and its negative effects on both sexes and vocational gender equity for men and women.

(7) To provide personal counseling, career counseling, training in life skills development and training in pre-employment preparation for program participants.

(8) To provide job development/placement for program participants.

(9) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Students will be provided the opportunity to complete their secondary education while enrolled in a cooperative education program.

(2) Academic subjects and employability skill classes will be provided in an extended day school program.

(3) By obtaining the required credits, a GED preparation component will be available for any student who has very little chance of graduation.

(4) An opportunity is provided for students to enroll in an occupation preparation class.

(5) Support services for students are provided by the Pupil Services staff of the Newport News Public Schools. The services include psychological and social work services as needed. The Newport News Public Health Department, Social Services Bureau and community resources provide supplementary services.

(6) Day care assistance and transportation are provided, as needed.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This program increases the number of students completing vocational education programs. It assists teenage mothers in gaining marketable skills so they are better prepared to become wage earners and assume more financial responsibility for the support of their children. Students have an opportunity to explore the nontraditional roles and experience vocational equity for men and women.

PROGRAMS FOR WOMEN TO EXPLORE NONTRADITIONAL TRADE AND INDUSTRIAL CAREERS

PROJECT: Trade and Industrial Placement Skills (TIPS)

DIRECTOR: Ms. Carol Ingram Moore

LOCATION: Mountain Empire Community College
Drawer 700
Big Stone Gap, VA 24219

TELEPHONE: 703/523-2400

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $34,996.32

OBJECTIVES:

(1) To provide information and outreach to women in the designated community regarding vocational education programs relative to nontraditional trade and industrial careers.

(2) To provide program participants with an opportunity to explore nontraditional trade and industrial careers, with an in-depth study of three occupational clusters, including the provision of hands-on laboratory experiences.

(3) To provide all participants with literacy training, where needed.

(4) To provide support services, including child care and transportation, where needed, for program participants.

(5) To provide an opportunity for program participants to explore the concepts of sex-role stereotyping and its negative effects on both sexes and vocational sex equity for men and women.

(6) To provide a support group for program participants.

(7) To provide personal counseling, career counseling, training in life skills development and training in pre-employment preparation for program participants.

(8) To evaluate project activities, document results (including data on the number who enroll in nontraditional vocational education programs) and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Program participants will be recruited through the use of flyers, brochures, news releases and radio spots and through linkages with other community agencies/organizations.

(2) A personal, academic and vocational interest profile will be developed for each program participant. This will be used for placement in the exploratory, nontraditional occupational program and basic skills programs, where needed, and in assisting students with goal setting.

(3) After determining abilities, interests and career goals, program participants will be enrolled in the exploratory, nontraditional occupational program.

(4) Program participants will be enrolled in basic skills classes in reading, writing, spelling and math, as needed, and will be encouraged to take GED tests if they lack a high school diploma.

(5) Sessions on the world of work, occupational information, career planning, job-search techniques, resume writing and basic skills needed for personal life management will be provided for program participants.

(6) Nontraditional role models will make presentations on topics such as "Math Anxiety", "Where the Jobs Are", "Positive Self-image Building" and "Comparable Worth".

(7) Opportunities for sharing and discussion among participants will be provided with planned workshops and discussion groups which will meet twice a month.

(8) A day care allowance for preschool-age children of program participants and a transportation allowance will be provided.

(9) Through linkages with business, industry and community agencies, job development/placement assistance will be provided.

CONTRIBUTION TO VOCATIONAL EDUCATION:

Through the TIPS Project, vocational education leading to marketable skills in programs nontraditional for women will be provided. These are people who otherwise might not be provided vocational education as well as related services, such as personal counseling, academic advising, life skills development, child care and transportation. A notebook will be developed and shared with others who plan to serve these target groups in the future.

PROJECT: Breaking Barriers: Women at Work

DIRECTOR: Mr. Jeffrey L. Porter

LOCATION: Patrick Henry Community College
P. O. Box 5311
Martinsville, VA 24115

TELEPHONE: 703/638-8777

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $35,000.00

OBJECTIVES:

(1) To provide information and outreach services for the project and to recruit up to 40 women (2 groups of 20 each) who wish to explore nontraditional trade and industrial careers.

(2) To provide courses (15 weeks duration) to each group giving in-depth knowledge and hands-on skills for three of the following: basic engineering drafting, automotive technology, electricity/electronics, welding and computer fundamentals.

(3) To provide basic literacy instruction and GED testing for those participants who have not completed high school.

(4) To provide financial support for participants through transportation, child care, tuition, books/materials and other costs associated with participation in the program.

(5) To provide a lecture/seminar course to each group giving career exploratory, vocational equity, life skills and pre-employment concepts and techniques.

(6) To provide daily support group sessions for the participants to assist them in dealing with and understanding vocational sex bias, sex stereotyping and personal conditions which create working problems in trade and industrial careers. Guest speakers will be scheduled once a week. In addition, a field trip to a local industry or business will be taken by all graduates of the program.

(7) To provide a combination of classroom, group and individual counseling on personal, career and educational matters.

(8) To evaluate the project and document results for dissemination to local, state and national publications.

PROCEDURES FOR IMPLEMENTATION:

(1) Educational and vocational assessment will be completed for a maximum of 40 women who will enroll in nontraditional vocational skill areas.

(2) Vocational instruction in three identified skill areas will be provided.

(3) Financial support for program participants will be provided through professional counseling, child care, transportation, tuition, fees, books, support group sessions, basic literacy classes and GED testing.

(4) Training in career development, vocational equity, life skills and pre-employment concepts and techniques will be provided.

(5) Annual evaluation of program components will be completed. Questionnaires designed to determine the degree of participant satisfaction will be administered. Data gathered from these evaluations will include the number receiving transportation and/or child care assistance, number who entered advanced training and number of clients who sought employment in trade areas after the completion of the program.

(6) The project will be evaluated and results will be documented for dissemination to local, state and national publications.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

At the present time, there is no post-high school facility in the PHCC service area which provides a program of in-depth study of trade skills for women. Furthermore, no facility in the region can offer enrollment in GED preparation courses and skills classes. There is no other program which provides financial support to allow women the freedom from home or child rearing responsibilities to pursue such an endeavor. Patrick Henry Community College wishes to engage in this program to provide the impetus for women wishing to change their vocational and social options. This program will allow women to overcome some of the barriers associated with re-entering school through a combination of career counseling and vocational training.

PROJECT: Women in Industrial Training (WIT)

DIRECTOR: Ms. Linnea L. Olson

LOCATION: Southwest Virginia Community College
Richlands, VA 24641

TELEPHONE: 703/964-2555 Ext. 347

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $35,000.00

OBJECTIVES:

(1) To provide information and outreach, as well as related support services, to women in Southwest Virginia regarding the program to explore nontraditional trade and industrial careers.

(2) To provide program participants with an opportunity to explore nontraditional trade and industrial careers, with an in-depth study of three occupational clusters, including the provision of hands-on laboratory experiences.

(3) To provide basic literacy instruction, where needed, for program participants.

(4) To provide support services including child care and transportation, where needed, for program participants.

(5) To provide an opportunity for program participants to explore the concepts of sex-role stereotyping and its negative effects on both sexes and vocational equity for men and women.

(6) To provide a support group for program participants.

(7) To facilitate personal counseling, career counseling, training in life-skill development and training in pre-employment preparation for program participants.

(8) To evaluate project activities, document results (including data on the number who enroll in nontraditional vocational education programs) and comply with Department of Education reporting requirements.

PROCEDURES OF IMPLEMENTATION:

(1) A 9-month training program in nontraditional vocational education will be provided.

(2) Forty re-entry Appalachian women will be enrolled in twenty-four credits of nontraditional skill training

during '88-'89. Industrial activities for Summer '89 will be developed.

(3) Collaboration with industrial personnel, college faculty and social services personnel will be conducted.

(4) WIT participants will be supported with daily college bus transportation and child care, as needed. Referrals will be made, when appropriate, for needed services.

(5) Participants will participate in a weekly class which will address the negative effects of sex-role stereotyping issues.

(6) A weekly support group will facilitate peer, personal and academic career counseling. Individual sessions will be provided, as needed.

(7) A career assessment package to assist participants with career decisions will be administered.

(8) Project activities will be evaluated each semester with a project questionnaire completed by everyone involved with the WIT's implementation.

CONTRIBUTION TO VOCATIONAL EDUCATION:

This proposal bridges the gap between career choice and the working environment. The project design provides a data base that identifies facilitating factors and implementation strategies that enhance the participation of adult women in nontraditional vocational education training. WIT contributes to vocational education and addresses sex equity in the work place by preparing trained employees who have historically been underrepresented. This impacts not only on the industrial environment but also has the potential to influence policy making and society in general.

PROGRAMS FOR WOMEN TO EXPLORE HIGH TECHNOLOGY CAREERS

PROJECT: Technical Exploration of Careers in High Technology (TECH)

DIRECTOR: Ms. Carol Ingram Moore

LOCATION: Mountain Empire Community College
Drawer 700
Big Stone Gap, VA 24219

TELEPHONE: 703/523-2400

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $34,996.32

OBJECTIVES:

(1) To provide information and outreach to women in the designated community regarding the program for women to explore nontraditional high technology careers.

(2) To provide information to women on nontraditional careers as technicians, skilled workers in the technical fields and new and emerging high technology occupations.

(3) To provide activities, including hands-on experiences, to introduce women to nontraditional high technology careers.

(4) To provide basic literacy instructions, where needed, for program participants.

(5) To provide an understanding of math and science applications related to the use of computers.

(6) To provide an opportunity for participants to explore the concepts of sex-role stereotyping and its negative effects on both sexes, vocational sex equity for men and women and how this is related to opportunities in high technology occupations.

(7) To provide support services, including child care and transportation, where needed, for program participants.

(8) To provide a support group for program participants.

(9) To provide personal counseling, career counseling, training in life skills development and training in pre-employment preparation for program participants.

(10) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Participants will be recruited through print and nonprint media as well as through linkages with community organizations.

(2) Through the divisions of Business Technology and Mining and Industrial Technology, each participant will choose a field of study with emphasis upon technology.

(3) Participants, after selection of a technical program of study, will enter into a 32-week (or two semesters) in-depth study. Field trips to work sites and an internship will be included.

(4) Each participant will be tested and evaluated according to their skills. If needed, participants will be placed in basic skills classes in reading, writing, spelling and math.

(5) Math and science courses are part of the program of study in the divisions. The participants in the TECH program will have access to a math lab as well as the nine (9) computer labs available on campus. The faculty will further reinforce the use of math and science through instruction provided to participants.

(6) Workshops and discussion groups will focus on the negative effects of sex-role stereotyping.

(7) Participants will receive child care stipends depending on the number and ages of their children. Travel stipends will be paid according to the number of miles traveled.

(8) A support center will be established and coordinated by the TECH project director. Planned workshops and discussion groups will be held bi-monthly.

(9) A personal and academic profile will be developed for each participant to be utilized in assisting students with goal setting. Each participant will be enrolled in orientation with emphasis upon career skills.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

With the area of Southwest Virginia undergoing a change in its economic base, there is a need for education of individuals in areas other than mining technology. The TECH proposal provides women with an opportunity to explore their options. Education in combination with an internship in area businesses enables participants to develop high technology skills that will lead to employability.

PROJECT: High Technology Exploratory Program for Women

DIRECTOR: Mr. A. William Claussen, Jr.

LOCATION: New River Community College
Route 100
P. O. Box 1127
Dublin, VA 24084

TELEPHONE: 703/674-3600 Ext 312

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $34,548.00

OBJECTIVES:

(1) To recruit 46 women into an exploratory program by providing outreach to New River Valley women regarding the college's vocational education programs, emerging high technology careers, opportunities for women in nontraditional programs and math and science applications related to the use of computers.

(2) To provide program participants with basic literacy instruction, where needed, with an opportunity for the exploration of high technology curricula, counseling and the development of career goals.

(3) To provide a support group and other support sources, including tuition, child care and transportation supplements, where needed.

(4) To provide an opportunity for program participants to explore the concepts of sex-role stereotyping and vocational equity for men and women.

(5) To provide pre-employment preparation for participants.

(6) To evaluate project activities, document results and comply with the Department of Education's reporting requirements.

PROCEDURE FOR IMPLEMENTATION:

(1) Ongoing publicity about the program will be implemented. Referral lines will be established from the program to high technology faculty, NRCC counseling staff, job placement center, financial aid office, local industry, local women's groups and social services agencies.

(2) Pre-enrollment testing and tutoring services and developmental classes will be offered to help insure proper placement and success.

(3) Counseling and career guidance during program selection will be provided.

(4) Office hours will be established for the project director to be available to students.

(6) A workshop concerning sex-role stereotyping and vocational gender equity will be co-sponsored with the Center for Single Parents and Homemakers.

(7) The needs of students will be assessed and a support group created to address those needs and to provide information about women in high technology careers.

(8) Employment opportunities will be explored through various agencies.

(9) The academic achievement of students will be analyzed and the number who continue in the curricula after completing the exploratory program will be assessed.

(10) Field trips to local industries will allow participants to observe other women working in high technology careers.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The outcomes of the High Technology Exploratory Program for Women can be duplicated at other educational institutions that have occupational/technical education programs. The 45 women who participate in the program will provide input regarding the methods of establishing vocational equity. They will serve as role models for other women considering post-secondary education and lend support to those students currently enrolled in high tech programs. Upon completion of the program, publicity packet recruitment ads will be developed. All materials from the project will be available for duplication by other schools and colleges. Copies of all media publicity will be incorporated into the final report to be sent to the Virginia Department of Education and the Virginia Community College System Offices. Documentation of the project will also be sent to the ERIC system for publication.

It is hoped that the project participants will share their success with other women, especially high school students. NRCC will invite the women to become members of the Speakers Bureau and the NRCC Alumni Talent Bank.

PROJECT: Nite Owls: Women Exploring High Technology Careers at Night

DIRECTOR: Mr. Jeffrey Porter

LOCATION: Patrick Henry Community College
P. O. Box 5311
Martinsville, VA 24115

TELEPHONE: 703/638-8777

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $35,000.00

OBJECTIVES:

(1) To provide information and outreach regarding the program for women to explore nontraditional high technology careers.

(2) To provide information to women on nontraditional careers in the technical fields and new and emerging high technology occupations.

(3) To provide activities to introduce women to nontraditional high technology careers.

(4) To provide basic literacy instruction, where needed, for program participants.

(5) To provide an understanding of math and science applications related to the use of computers.

(6) To provide an opportunity for participants to explore the concepts of sex-role stereotyping and its negative effects on both sexes and its relationship to opportunities in high technology occupations.

(7) To provide support services, including child care and transportation, where needed, for participants.

(8) To provide a support group for participants.

(9) To provide personal counseling, career counseling, training in life skills development and training in pre-employment preparation for program participants.

(10) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Information and outreach services will be provided for the project through advertising and institutional public relations activities. Forty-five women will be recruited.

(2) Information will be provided to women on nontraditional careers in high technology through a course entitled, Seminar in High Technology.

(3) A hands-on approach and in-depth training will be provided through two courses: Computer Applications and Spreadsheeting on a Microcomputer.

(4) Basic literacy, GED preparation and GED testing will be provided, where needed.

(5) A five-week course merging math and science concepts and stressing practical applications of computer usage will be provided.

(6) A course will be provided to explore careers, vocational equity, sex-role stereotyping, sex bias, pre-employment concepts and personal conditions which may create problems working in high technology fields.

(7) Financial support will be provided for participants through transportation, child care, tuition and books/materials.

(8) A 15-week seminar will be offered which presents a practical approach to employment.

(9) Cooperative-employment opportunities will be provided in high technology positions whenever possible.

(10) Each participant will be assessed to determine career, personality and academic goals.

(11) The project will be evaluated and results documented for dissemination to a variety of publications.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The program will provide an opportunity for unemployed/underemployed women in the Martinsville, Henry County, Patrick County and Franklin County area to obtain marketable skills and explore high technology fields. There exists no facility in the PHCC service area which provides a program consisting of high technology fields that women may elect to explore. This program will provide the opportunity for women to develop vocations and to re-evaluate their social/vocational options with the aid of career and vocational counseling.

PROJECT: Southside Women's Center for High Technology Career Exploration and Development

DIRECTOR: Ms. Phyllis Ryan

LOCATION: Southside Virginia Community College
John H. Daniel Campus
Route 1, Box 15
Keysville, VA 23947

TELEPHONE: 804/736-8484

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $35,000.00

OBJECTIVES:

(1) To continue to operate the Southside Center for Women in High Technology Career Exploration and Development.

(2) To provide information and outreach to women in Buckingham, Charlotte, Cumberland, Halifax and Prince Edward Counties and the city of South Boston regarding the program for women to explore nontraditional high technology careers.

(3) To provide information and activities to introduce women to nontraditional careers as technicians, skilled workers in the technical fields and new and emerging high technology occupations.

(4) To provide basic literacy instruction, where needed.

(5) To provide an understanding of math and science applications related to the use of computers.

(6) To provide an opportunity for participants to explore the concepts of sex-role stereotyping and its negative effects on both sexes, vocational gender equity for men and women and its relationship to opportunities in high technology occupations.

(7) To provide support services, including child care and transportation, where needed, for participants.

(8) To provide a support group for program participants.

(9) To provide personal and career counseling, training in life skills development and training in pre-employment preparation.

(10) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Southside Virginia women will be provided with awareness programs, outreach and training for high technology careers.

(2) Sex-role stereotyping and barriers to vocational gender equity will be explored.

(3) Participants who desire training and development for high technology careers will be identified.

(4) Client assessment and intake services will be provided.

(5) Training and exploration for participants entering high technology careers will be provided.

(6) Support services, including child care and transportation, counseling services and a support group will be provided.

(7) Job development and placement opportunities will be provided.

(8) The project will be evaluated and documented.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Virginia, like other states, is undergoing industrial and economic restructuring that is requiring large numbers of high technology specialists. Shortages of skilled technical workers is already limiting the pace and level of this development. The shortage is caused in large part because women have entered high technology and technical careers in very small numbers due to sex bias and stereotyping. This situation is especially serious in rural areas like Southside Virginia where traditional attitudes and sex role stereotyping have placed insurmountable barriers for women who want to enter high income careers. One of the major objectives of this project will be to reduce these barriers to high technology careers for women. This will be accomplished through presentations that develop an awareness of the problem and the opportunities available to women, outreach to encourage women to train for these careers and education to provide women with the necessary skills to be employable in these fields.

PROJECT: WHITS - Women in High Innovative Technology Studies

DIRECTOR: Ms. Linnea L. Olson

LOCATION: Southwest Virginia Community College
Box SVCC
Richlands, VA 24641-1510

TELEPHONE: 703/964-2555

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $35,000.00

OBJECTIVES:

(1) To provide information and outreach to women in the designated community regarding the program for women to explore nontraditional high technology careers.

(2) To provide information to women on nontraditional careers as technicians, skilled workers in the technical fields and new and emerging high technology occupations.

(3) To provide activities, including hands-on experiences, to introduce women to the world of high technology.

(4) To provide basic literacy instruction, where needed, for program participants.

(5) To provide an understanding of math and science applications related to the use of computers.

(6) To provide an opportunity for participants to explore the concepts of sex-role stereotyping and its negative effects on both sexes, vocational equity for men and women and how this is related to opportunities in high technology occupations.

(7) To provide support services, including child care and transportation, where needed, for program participants.

(8) To provide a support group for program participants.

(9) To provide personal counseling, career counseling, training in life skills development and training in pre-employment preparation for program participants.

(10) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES OF IMPLEMENTATION:

(1) A minimum of 60 women will be identified to participate in the WHITS Project. A minimum of 30 women will be enrolled per academic semesters: Fall and Spring for '88-'89.

(2) Women will be introduced to the world of high technology through 16 weeks of classes, labs, field trips and a counseling exploratory program. Participants will be advised in continuing their training. Participants will make appropriate applications.

(3) Collaboration will be made with college faculty, industry, VEC, vocational and social services agencies to maintain program linkages and success.

(4) Participants in the Project WHITS will be supported through college bus transportation to and from campus, child care services, professional and peer counseling and referral to other appropriate agencies for auxiliary services.

(5) Women who are interested in the WHITS Project, but not academically ready will be referred to appropriate developmental programs.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

WHITS initiates a data base on the feasibility of introducing an ethnic population, who is female and underrepresented in industry, to high-tech career options. WHITS demonstrates a collaborative training model for vocational education among higher education, industry, community services, etc. This project identifies effective strategies that retain participants in nontraditional vocational education programs.

MINI-GRANTS TO ELIMINATE SEX BIAS AND TO ENHANCE SEX EQUITY FOR MEN AND WOMEN

PROJECT: Educational Leadership Institute (ELI)

DIRECTOR: Dr. Hermanze E. Fauntleroy, Jr.

LOCATION: Southside UniServ Unit, Inc.
37 South Sycamore Street
Petersburg, VA 23803

TELEPHONE: 804/733-7279

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $3,710.00

OBJECTIVES:

(1) To establish and operate an Educational Leadership Institute (ELI) for approximately 600 female educators of the Southside UniServ Unit, Inc.

(2) To recruit 60 female educators in an ongoing effort to improve educational opportunities through professional development and training as well as the circulation of ELI newsletter.

(3) To conduct quarterly leadership seminars designed to assist women aspiring to enter administrative positions in education.

(4) To provide information and outreach to educators regarding institutions of higher learning, professional periodicals and journals, supervisors conferences and administrative vacancies within the field of education.

(5) To formulate a participant support group.

(6) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Project participants will be recruited from the Southside UniServ female membership through the use of an interest survey.

(2) Participants recruited into the project will formulate a support group which will be guided into training and professional networking and affiliation unit.

(3) The STEM Corporation will provide four (4) professional development seminars. Seminar topics will include Supervisory Communication Skills, Roles and Responsibilities of the Supervisor, Conflict Resolution at the Worksite and Supervisory Writing Skills Seminar.

(4) Information concerning institutions of higher learning and professional development agencies will be provided to project participants through survey and mailings. In so doing, the project will insure the addition of participant names and addresses to the mailing lists of these institutions.

(5) The support group will meet quarterly and provide for professional affiliation with educational administrators as well as peer networking.

(6) The Director will document project activities, document results and comply with Department of Education reporting requirements.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Through project involvement, female participants will develop employability skills necessary for the pursuit of, and advancement into administrative positions within the field of Education. The collaborators of the project will increase community awareness and involvement in educational administration.

PROJECT: Counselor Training for Equity

DIRECTOR: Ms. Sharon Steindam

LOCATION: Thomas Jefferson Intermediate School
125 South Old Glebe Road
Arlington, VA 22204

TELEPHONE: 703/358-5900

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $4,987.00

OBJECTIVES:

(1) To identify sex different communication patterns.

(2) To describe sex bias in education interaction patterns.

(3) To develop strategies for effective and equitable academic and vocational counseling.

(4) To demonstrate proactive and affirmative teaching and counseling strategies in the area of vocational education.

(5) To develop skills in selecting and developing equitable and effective vocational education materials.

(6) To disseminate the proposal program and materials to interested school districts in Northern Virginia.

PROCEDURES FOR IMPLEMENTATION:

(1) Project materials will be developed (July-August).

(2) Counselors will be recruited from five northern Virginia school districts (September-October).

(3) Conference I - Research on sex bias in Counseling Communication will be conducted (November-December).

(4) Materials for second conference will be developed (January-March).

(5) Conference II - Strategies for Equitable Counseling will be conducted (April).

(6) Conferences will be evaluated and the final report prepared (May-June).

CONTRIBUTIONS TO VOCATIONAL EDUCATION: Counselors are often omitted from training efforts and when included, are often told about blatant career stereotyping.

Yet all around them the more subtle but pervasive impact of biased communication patterns serves to shape and condition the perceptions of students, parents, teachers and counselors themselves. This project is designed to respond to the subtle communication differences between males and females who have such a tremendous impact on academic and vocational choices. This project is designed to inform 40-60 counselors from five northern Virginia school districts of this subtle but influential impact of male and female communications patterns. This project will also assist them in developing specific counseling strategies to promote more equitable academic and career decision-making. Project materials will be made available to other counselors and school districts in Virginia.

PROJECT: THINK PURPLE

DIRECTOR: Ms. Carole Hoover

LOCATION: Thoreau Intermediate School
2505 Cedar Lane
Vienna, VA 22180

TELEPHONE: 703/560-2200

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $958.00

OBJECTIVES:

(1) To create a THINK PURPLE bulletin board in the main hall of the school with pictures of men and women in nontraditional occupations.

(2) To design a THINK PURPLE pencil to be used to take the Interest Inventory for raising the students' awareness for future occupations.

(3) To design and disseminate a THINK PURPLE button for the whole school to wear during Career Week.

(4) To create and develop a skit to be filmed by a video camera using middle school students about situations in which boys are put into traditionally "blue" situations and girls are put into traditionally "pink" situations and how they can overcome sex discrimination thinking by using the THINK PURPLE awareness training.

PROCEDURES FOR IMPLEMENTATION:

(1) Eight hundred (800) buttons and pencils for the THINK PURPLE campaign will be ordered and assembled.

(2) A THINK PURPLE bulletin board will be ordered, assembled and created.

(3) A Drama Club will be sponsored for two weeks in the Fall, 1988, at Thoreau Intermediate to create, write and organize a THINK PURPLE skit. This skit will be coordinated with music and a video will be filmed for use in the classrooms during the Career Unit Week.

(4) The counselors will put up the bulletin board at the beginning of the Career Week. Buttons and pencils will be disseminated to the staff and students after watching the THINK PURPLE video. Discussion of equal opportunities in career choices will follow. Students will use their THINK PURPLE pencils while taking the JOB-O or COPS Interest Inventory.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

It isn't easy to change a lifetime of thinking, but as educators, we recognize that it is important to start at the grassroots of our educational system, at the intermediate level, before the old traditional limitations are etched into the minds of our young people. This technique is an awareness-raising critical thinking campaign that will help the students and staff to look at occupations not as traditionally female or male, but as the mixing of colors to THINK PURPLE. This type of thinking means that everyone should have equal opportunities to have the career of their choice. In the future occupations of the 1990's our students should not determine their goals on the basis of sex. We want all students to walk and work side by side as equals.

PROJECT: Networking for Nontraditional Careers in the High Tech and Engineering Fields

DIRECTOR: Ms. Bette George

LOCATION: The Women's Center of Northern Virginia
133 Park Street, N.E.
Vienna, VA 22180

TELEPHONE: 703/281-2657

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $5,000.00

OBJECTIVES:

(1) To identify career advisors in the high tech and engineering corporations who provide informational interviews and act as advisors to women seeking employment in high tech areas on nontraditional occupations to professional career women.

(2) To provide information, a career network and peer support to women who wish to enter nontraditional jobs in these areas.

(3) To raise the consciousness of the community concerning professional advancement for women in nontraditional roles.

PROCEDURES FOR IMPLEMENTATION:

(1) Corporations will be contacted to secure career advisors. Solicitation of clients will be a simultaneous process.

(2) Publicity will be generated through local newspapers, business associations, chambers of commerce and organizations dealing with women's employment and professional concerns.

(3) A part-time program coordinator will be hired to track data and manage the program.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The extensive outreach should broaden the scope of thinking of business and industry leaders regarding traditional male/female occupations.

Women participants will have an opportunity to network for jobs that are in a primarily male-dominated field.

PROJECT: The Development of Materials to Promote the Participation of Women in Apprenticeship Training Opportunities

DIRECTOR: Mr. James F. Gaynor

LOCATION: Wytheville Community College
1000 East Main Street
Wytheville, VA 24382

TELEPHONE: 703/228-5541

TIME FRAME: July 1, 1988 - June 30, 1989

FUNDING LEVEL: $5,000.00

OBJECTIVES:

(1) To develop and disseminate 4,000 informational brochures to employers promoting the participation of women in nontraditional apprenticeship training programs.

(2) To develop and disseminate 9,000 informational brochures to women promoting their participation in nontraditional apprenticeship training programs.

(3) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Upon notification of funding, the project coordinator will begin to develop the written copy for two information brochures promoting nontraditional apprenticeship training for women targeted at both employers and current and/or future female apprentices.

(2) The coordinator will also make contacts with graphic design firms to arrange necessary brochure design services.

(3) The finished brochures will be widely disseminated to businesses/industries, agencies and individuals throughout a seventeen county service area in Southwest Virginia.

(4) The coordinator will assess the impact of the brochures on the enhancement and expansion of apprenticeship training opportunities for women in Southwest Virginia.

CONTRIBUTION TO VOCATIONAL EDUCATION: The project will make a significant contribution to vocational education through the widespread dissemination of materials throughout a seventeen county area in

Southwest Virginia. In the area's depressed economy, factors such as foreign imports and lagging population growth have reduced the number of available jobs in traditionally female fields. Because more women are seeking employment outside the home, the supply of female workers exceeds the demand. This project will inform women about nontraditional training and employment opportunities, while also informing employers and the general public about the benefits of ending sex-role stereotyping in the provision of apprenticeship training.

SEX EQUITY RESOURCE CENTER

PROJECT: Operation of a Sex Equity Resource Center

DIRECTOR: Ms. Flora C. Armstrong

LOCATION: Henrico County Public Schools
Virginia Vocational Curriculum and Resource Center
2200 Mountain Road
Glen Allen, VA 23060-2208

TELEPHONE: 804/262-7439

TIME FRAME: July 1, 1988- June 30, 1989

FUNDING LEVEL: $45,000.00

OBJECTIVES:

(1) To operate a sex equity resource center providing vocational educators with the following services: bibliographic research, a materials distribution service, a lending library and a computer bulletin board.

(2) To collect and distribute materials developed by the staff of the Sex Equity Public Relations Project 1985-1987, by the Office of Vocational Gender Equity and by other vocational gender equity projects.

(3) To develop publications detailing materials and services available through the center and to distribute them to local school divisions and project directors.

(4) To maintain accurate center records of materials distributed and services rendered to local school divisions, project directors and other patrons.

(5) To operate a computer bulletin board, updating content monthly.

(6) To publicize Sex Equity Resource Center services by implementing the marketing plan developed in Fiscal Year 1988.

(7) To document project activities, evaluate results and comply with the Virginia Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The Sex Equity Resource Center coordinator will continue the operation and management of center services by offering vocational educators resources on gender equity issues including a bibliographic database search service; the distribution of various equity materials; a lending library housing more than 450 items and a computer bulletin board that transmits gender equity information and messages electronically.

(2) The Center will continue the collection, promotion and distribution of materials developed by the staff of the Sex Equity Public Relations Project, by the Office of Vocational Gender Equity and by other vocational gender equity projects. Additional resources from the Department of Education and vocational gender equity offices in other states will also be solicited.

(3) Publications promoting Center services and resources, including the Center's resource catalog and information brochures, will be developed or updated and distributed.

(4) Center records, including library loans, distribution of publications, search requests, bulletin board use, center visitors and other activities will be maintained through center computer databases and files.

(5) The Center will continue the operation of the computer bulletin board which will entail the monthly updating of files, responding to all inquiries or requests and maintaining computer equipment.

(6) Center products and services will continue to be publicized.

(7) Evaluation forms assessing Center services and products will be distributed with each patron request. These forms will be collected and analyzed and used to produce a report which includes recommendations for improvement of Center services.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

By offering Virginia's vocational educators an easily accessible clearinghouse that efficiently distributes gender equity materials and supplies needed services, the Sex Equity Resource Center will promote the maximum use of all available gender equity resources. Operation of the computer bulletin board will also provide vocational educators instant access to complete and timely information concerning sex equity issues and activities. With continued use of Center products and services, the awareness of gender equity issues and concerns among Virginia's vocational educators will be enhanced. As a part of the Virginia Vocational Curriculum and Resource Center, the Sex Equity Resource Center has the ability to coordinate the use of gender equity materials within the vocational curriculum development process, thus contributing to a more comprehensive approach to the total vocational education program in Virginia.

STATEWIDE PROGRAM TO ASSIST TEACHERS AND COUNSELORS
IN PROMOTING VOCATIONAL SEX EQUITY

PROJECT:	Developing Advocates for Sex Equity in Vocational Programs
DIRECTORS:	Dr. Penny L. Burge Dr. Daisy L. Stewart
LOCATION:	Division of Vocational & Technical Education College of Education Virginia Tech 216 Lane Hall Blacksburg, VA 24061
TELEPHONE:	703/961-5377
TIME FRAME:	July 1, 1988 - June 30, 1989
FUNDING LEVEL:	$80,000.00

OBJECTIVES:

(1) To continue the Access and Equity Network by providing training on vocational gender equity and nontraditional opportunities to 40 teachers, counselors and business persons to enable them to work with others interested in education in their regions (i.e., a training-of-trainers model).

(2) To continue to train and work with teachers, counselors and business persons trained through this network in 1985-86, 1986-87, and 1987-88.

(3) To provide follow-up technical assistance and a network for members.

(4) To distribute quarterly a newsletter on vocational gender equity laws and issues, tips on promoting vocational gender equity, information on the negative effects of sex-role stereotyping and other relevant topics.

(5) To conduct a gender equity conference in the spring of 1989 for network members, gender equity project staff, local school division personnel, Virginia Department of Education personnel, community college personnel and others.

(6) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Quarterly issues of Access & Equity will be distributed.

(2) Contact will be made with the 1985-86, 1986-87 and 1987-88 participants for continuing leadership.

(3) Nominations for new participants will be requested from appropriate sources.

(4) Four elementary teachers, four elementary counselors, eight business/industry representatives, eight vocational teachers and six vocational counselors will be selected.

(5) Eight of the previous participants will be selected to be funded for continued network involvement in 1988-89 and others to participate at their own expense will be invited.

(6) The workshop involving new and continuing participants will be conducted to improve the existing network for communicating with other educators, students, parents and community members.

(7) Each of the new network members will plan and conduct four equity presentations in their regions.

(8) Each continuing network member will conduct a project to improve gender equity in their local areas.

(9) Technical assistance in each of the four regions including one informational meeting per region will be provided.

(10) Gender Equity project staff members, network participants and personnel from local school divisions, the Virginia Department of Education and other agencies will be assembled for a spring conference to discuss ideas for continuing gender equity efforts in Virginia.

(11) A final report summarizing evaluations and documenting project activities will be prepared.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

In spite of the past efforts of vocational educators to improve gender equity, enrollment of students in programs nontraditional for their sex is still low. To increase these enrollments vocational teachers and counselors must be committed to eliminating sex bias and stereotyping. Other persons who can contribute to efforts to achieve equity in education include elementary teachers and counselors and representatives from business and industry. All of these individuals need up-to-date, appropriate informational materials. An expanded, informed network of these educators and business representatives will enhance efforts for achieving vocational gender equity.

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